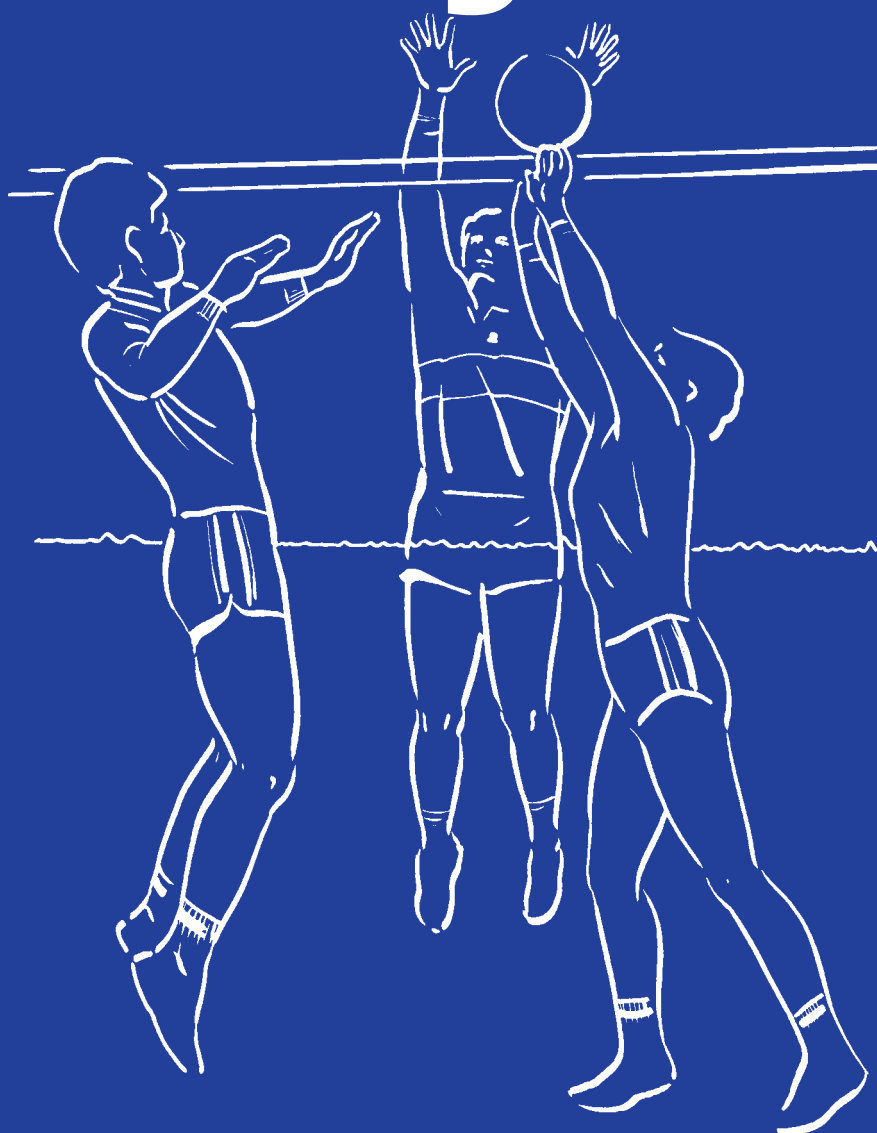




THE ROYAL MARINES

Volley Ball





Student Notes



Teacher Notes

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If there is any support you feel the Royal Navy can give regarding this project please contact 0870 333 0423.

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The work has been compiled by:

Michael McKeever, Technical Director, English Volleyball Association with the assistance of:

Fiona Came, National Development Officer, English Volleyball Association

Nick Smith and Craig Handford, Director and Project Assistant, Volleyball Sports Science Support Programme, Manchester Metropolitan University, Crewe and Alsager Faculty.

Editorial consultants:

Gill Harrison, Chairman, English Volleyball Associations Coaches Commission, Head of Physical Education, Ribston Hall Girls School, Gloucester

Mervyn McDowell, Junior Development Officer, Northern Ireland Volleyball Association

Nick Moody, Director, Scottish Volleyball Association

Nick Shaffrey, Head of Physical Education, Bishop Milner School, Dudley, West Midlands

Carole Smith, Member Schools and Junior Development Commission, English Volleyball Association

Dave Thompson, Head of Physical Education, Ramsey School, Halstead, Essex














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Phyl Edwards M.A., Technical Editor.

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Key

A 	Directional Player	C 	Coach
A1 	New Position of Player	F 	Feeder
	Setter	T 	Target
	Blocker		Ball Trolley
	Smash		Ball
	Path of Ball		Net
	Path of Player		





GLOSSARY OF TERMS USED IN VOLLEYBALL

Throughout this pack there are a number of terms used which may not be familiar. For this reason the following simple glossary is included. Additionally, the "standard" symbols used in most texts are included for clarification.

Antennae	Two red and white fibreglass rods attached to the net above the side lines. The ball must cross the net between the antennae.
Attack	The act of playing the ball over the net into the opponent's court. See also 'smash, tip'.
Attack line	A line on the court parallel to and three metres from the net. Back court players cannot smash from in front of the attack line.
Base position	The best place for a player to start from in order to defend his/her area.
Block	One of the main skills in volleyball, where one, two or three front court players jump close to the net and reach above and over it with their hands to try to deflect the smashed ball back into the smasher's court.
Block-shadow	The court area behind the block into which a smasher cannot directly hit the ball.
Defence	The phase of the game in which the blockers and back court players try to prevent the ball from landing on their court.
Dig	A skill in which the ball is controlled using the forearms (also known as forearm pass).
Fundamentals	Basic psycho-motor skills which underpin the teaching of the techniques and skills of the sport, e.g. ready posture, ball flight judgement.
Hit	Another term for the smash.
Offence	The phase of the game in which the players combine to make an attack (pass to setter, set for smasher, attack).
Rally point scoring	New scoring system introduced in 1999. A point is scored by the team winning the rally, regardless of which team served the ball.
Rotation	When a team regains the serve, all the players move one position clockwise. This means that all players have to play both in the front court and in the back court.
Service reception	The phase of the game where the team takes up positions and passes the served ball to the setter. (The service is normally controlled with a forearm pass, although other skills, e.g. volley may be used).
Set/setter	The skill of volleying the ball high and close to the net for a smasher.
Spike	An American term for the smash.
Smash	Jumping above the net and with one hand striking the ball down into the opponent's court.
Tip	A soft attack shot, when the attacker plays the ball with the fingers just over the top or around the block (similar to a drop shot in tennis).
Volley	The skill of playing the ball with two hands from above the head.

INTRODUCTION TO VOLLEYBALL

INTRODUCTION

Volleyball is an ideal sport to be included in the physical education curriculum. It can be played both in and out of doors, it involves relatively inexpensive equipment, and it can be played by boys and girls in either mixed or single-sex groupings.

Objectives of the Module

Students will:

- be able to apply the techniques, skills and tactics of the game at a level commensurate with their personal ability and aspirations;
- demonstrate the ability to play, score and referee the game of volleyball;
- understand the physical and mental demands of competition, and how to prepare to meet them.

MESSAGE FROM THE HOME COUNTRIES VOLLEYBALL ASSOCIATIONS

The Volleyball Associations for England, Scotland, Wales and Northern Ireland consider the development of volleyball for school-aged children as a central element in the process of making volleyball a significant sport throughout the United Kingdom, and we are pleased to be able to present this material to physical education teachers.

The purpose of this pack is to give teachers information which will allow them not only to introduce the game in a safe, interesting and enjoyable way to children within the Physical Education curriculum, but to teach the subject to GCSE level.

It should not, however, be considered as a comprehensive work on teaching volleyball, and the reader is directed to sources of more detailed progression schemes of work and further general support material.

We should like to thank the Royal Navy for their support and for providing the opportunity to produce this valuable resource for the teaching of volleyball.





Skills Development Sheet

At the beginning stage of volleyball a player will be practicing and rehearsing all the basic skills and their movement patterns e.g. volley, forearm pass. This is an exploratory phase and may lead to a number of errors where the player will need feedback to recognise and correct errors.

During the intermediate stage the basic skills will be performed more consistently, timing and anticipation will improve, although skills may break down under pressure in a game situation.

At the advanced stage all the basic skills are automatic and a player will concentrate on more detailed aspects of the skill and the tactics required in the game.

Name of Module	Volleyball
Basic Skills	Volley, forearm pass, service, smash, block (pages 16-26) Controlling space, ball flight judgement, beating the ball, ready for action, movement (pages 11-15)
Game-play Skills	Attacker: Control, range of shots/options, speed, accuracy (page 27) Defender: Base position, readiness for action, flight of ball, movement (page 27)
Tactical Skills	Attack: Co-operation, smash, developing range of options, decision-making, disguise, change of speeds Defence: Eliminating threat of attack, anticipation, block, reading attack, judgement of flight of ball and movement (page 27) Team Work: Contracting space in defence/linking play, creating a space (pages 27-28)
Training Skills	Mental conditioning (page 37) anaerobic endurance, aerobic endurance, strength, power, flexibility and agility (page 35-38)
Rules	Contacting the English Volleyball Association (EVA) (Address page 48)





UNIT 1

The Game of Volleyball

Volleyball is a team sport played by two teams on a playing court divided by a net. The object of the game is for each team to send the ball regularly over the net to ground it on the opponents' court and to prevent the ball from being grounded on its own court. The ball is put into play by the right back-row player who serves the ball over the net to the opponents' court. A team is entitled to hit the ball three times (in addition to the block contact) in returning it to the opponents' court. A player is not allowed to hit the ball twice consecutively (except when blocking). The rally continues until the ball touches the ground or goes 'out', or a team fails to return it properly. In 1999 the rules were changed, in that a point is scored by the team winning the rally, regardless of whether they served or not. When the receiving team wins a rally, it gains the right to serve (also scoring a point) and its players rotate one position clockwise.

Traditionally, volleyball is played with six players in each team. The game has developed, however, so that there may be a variety of numbers; for example, it can be played with two players per team (beach volleyball), and three or four players per team (mini volleyball for children and young people).

THE NATURE OF VOLLEYBALL

The unique characteristics of volleyball determine the benefits it offers all levels, from the school P.E. curriculum to the Olympics.

Firstly, volleyball is a rebound sport. In many sports, players can control the ball by retaining possession and moving with it. In volleyball, however, it is forbidden to catch or hold the ball; every contact must be a rebound action. Because of this rule, it is essential for the player to be in the right place at the right time if the ball is to be played in a controlled manner. Therefore, good anticipation and movement skills should be taught to participants.

The rules of volleyball involve a series of rotations. Players must be able to play at the net in attack and in the back court in defence. Each of these different roles make different demands on the players, all of which should be addressed when teaching the game. At the net, the player needs to be able to jump to smash and block the ball. Hence, the training and development of power in the legs, core and upper body is important. In defence, agility, coordination and speed are needed in order to cover the court and to dive and roll to recover the ball.

Volleyball makes anaerobic demands on the body, when smashing or blocking for instance, and due to the length of matches (maybe up to two hours), there is also a need for a good underlying aerobic base. It can therefore be appreciated that training for and playing volleyball helps the development of very many different physical components; as such, it is an ideal sport for young people.

While volleyball can be described as a divided territory sport, the court nevertheless provides a congested playing area, and the flow of the game needs to be considered carefully. In volleyball, young players learn that cooperation and teamwork are vital to success.

Volleyball is a fast, exciting sport which can be played indoors and outside; it requires relatively little expensive equipment. It can provide vigorous exercise for both male and female players of all ages and abilities, and has a strong cooperative team component. It can be adapted to cater for a large class in a relatively small space. For these reasons, it is an ideal sport for inclusion in the physical education curriculum.





UNIT 2 Teaching Volleyball

A FRAMEWORK FOR TEACHING VOLLEYBALL SKILLS

There are many different factors which contribute to the successful execution of volleyball skills, for example posture, and base position, and all of them should be integrated into the teaching programme in a logical fashion. These factors are known as “fundamentals” and they underpin the teaching of the techniques and skills of the game. Figure. 2.1 below illustrates a preparation, execution and transition cycle for performing an action. It shows how the fundamentals of volleyball fit into each stage of the cycle to make a coherent model.

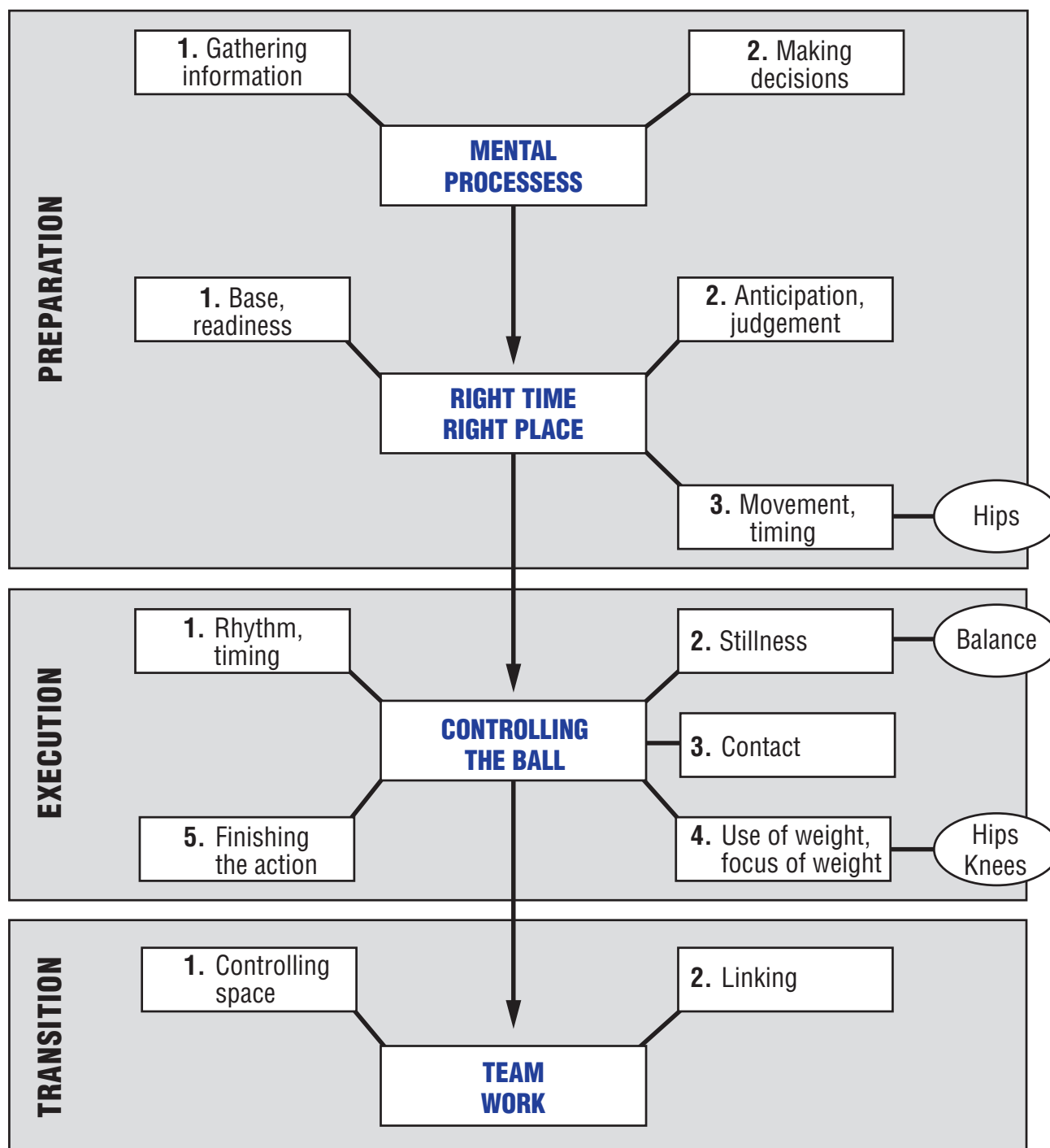


Figure. 2.1





The rationale of the framework is as follows:

Mental Processes

All actions start with a mental process. Before a player can perform, he/she must decide what action is required, and then how to achieve it.

During the initial learning phase of a skill, the amount of information which needs to be processed by the players in order to reach a correct decision must be severely reduced. Once the basic mechanics of the action have been learnt, however, it is then necessary to expose the players to situations where they need to gather information and make decisions. In order to create players who can function in game situations, it is necessary to address these mental aspects which should be included as part of the teaching process. This might be as simple as asking a player to assess the ball flight and decide whether to use a volley or forearm pass, or as complex as asking a smasher to assess the block and defence and select the best attack to be used.

Right Time, Right Place

The key to the consistent execution of the skills in volleyball is being in the right place at the right time. Because volleyball is a rebound sport, the player cannot compensate for being out of position; this results in lack of control of the ball. Therefore, much of the teaching of beginners must be aimed at helping them to learn how to get to the optimum point of contact with the ball.

There are several components which contribute to being in the right place at the right time:

Base

- The player must appreciate the importance of starting in the place which affords the best chance of getting to any ball which might fall in their area of responsibility. The concept of a 'base' or starting position can be introduced as early as the 1 v 1 games of catch and throw and 'ball over the net', and can be developed for each phase of the game.

Readiness

- While the ball is in play, players must be ready to move quickly from their base positions to the ball. A readiness posture is an indication of both physical and mental alertness and players must be introduced to good posture early in skill development.

Anticipation and Judgement

- Fundamental to all ball sports is the ability to be able to anticipate and judge the flight of the ball. This is especially critical in a sport such as volleyball and should be addressed as part of a young player's total sports education.

Movement and Timing

- Volleyball has specific movement and footwork patterns which need to be taught as players are introduced to the skills of the game. These movement skills are based on principles of balance and control of body weight and can be introduced to players through preparatory activities and games. It is also critical to link movement within a time frame. (Is the ball moving quickly or slowly? Do I have to move more quickly or more slowly?) Practices such as those described in 'Beating the Ball' help to develop good movement and timing in players.

Controlling the Ball

There should not be an over-emphasis on actual hand/ball contact when teaching skills. Equally important are:

Rhythm

- The notion of rhythm and correct timing in the action.

Stillness

- An internal and external 'stillness', or preparation to play the shot.

Contact Point

- A precise and consistent contact point. Without this, there is no possibility of good ball control (see specific technique descriptions for details of the contact point).

Body Weight

- The use of the whole body weight to control the direction and pace of the ball; ball control is not just a function of the hands.

Finishing

- The player, must finish the action both physically and mentally. For example, the player not only needs to finish the serve with the hand pointing directly to target, but must also "see", in the mind's eye, the correct execution of the shot. It is important that each action should have a specific intention.

Team Work

Controlling Space

In the game of volleyball, individual abilities and tactics can be expressed only within the team. Therefore, players need to be taught not only how to control their own space, both in attack and defence, but also how their space relates to that of their team mates. This should commence at the 1 v 1 stage and evolve through minivolleyball to the full six-a-side game.

Linking

With three passes being available to control the ball and return it over the net, players need to consider how best to organise themselves to be a successful team unit. Movements by one player should be matched by appropriate movements by others. Players need to assist the player who is contacting the ball, or to prepare to make the next contact themselves by moving off-the-ball. These 'links' between team mates are an essential feature of good team work in volleyball.

This framework should form the basis for individual schemes of work to introduce and develop the techniques, skills and tactics of the game. The introduction and teaching of these fundamentals is covered in more detail in Unit Three.

CLASS ORGANISATION

The volleyball playing court is a rectangle measuring 18m x 9m surrounded by a symmetrical rectangular 'free zone' which is a minimum of 3m wide. A minimum height of 7m above the playing surface should be free of all obstructions. These dimensions must be adhered to for international and national volleyball league matches. However, for the purposes of teaching, introducing and developing the sport, it may well be necessary and desirable to adapt to the environment. In many cases staff are presented with a large number of participants in a limited space, with minimum equipment. Volleyball can be adapted to provide a quality learning experience in these conditions.





Nets and Posts

Improvisation is the key to maximising the space available. Fixed posts are ideal for matchplay, but often are of little value in accommodating a class of thirty students. Where fixed posts are available, it is often worthwhile having extra sockets fitted at the ends of the facility, to support a full-length teaching net.

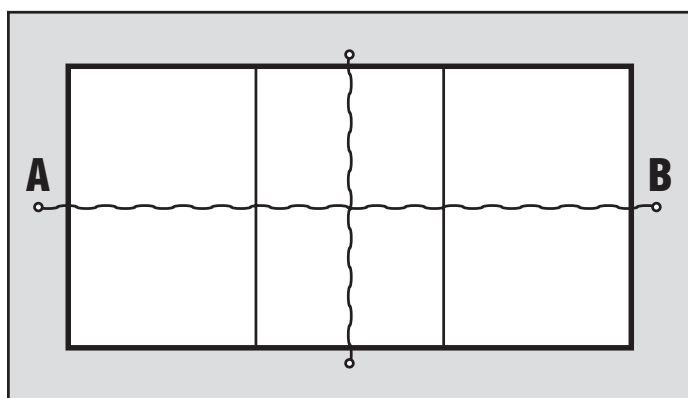


Figure 2.2 A standard volleyball court giving 9m of net space or one teaching net (A to B) giving 20m plus of net space.

N.B. Weighted posts should be avoided, as they are potentially hazardous.

Lightweight nets with a cord headline are another alternative. These can be tied to wall bars or cleats, and actually overcome the need for posts. These nets are quick and easy to set up, require a minimum of storage space, and are perfectly adequate for curriculum volleyball. An even cheaper solution is to create a “net” by using a length of rope with braids attached to improve its visibility.

Teaching nets of varying lengths are available for purchase from the National Associations. (For further details see Useful Addresses.)

Court Sizes and Markings

The court sizes are important to the success of the game. A small court, with a high net, helps to prolong rallies, as it forces the players to play the ball up into the air. As passing skills improve, the court sizes can be gradually increased.

Below are examples of possible court sizes. It must be emphasized that these are only guidelines; existing similar markings could be used. (See Unit 5 Tactical Development for further details).

Court sizes:

1 v 1	6 x 3m	(area 18 square metres)
2 v 2	6 x 4m	(area 32 square metres)
3 v 3	10 x 5m – 12 x 6m	(area 50 – 72 square metres) The inside lines of a badminton court are ideal.
4 v 4	14 x 7m	(area 98 square metres) The outside lines of a badminton court are ideal.
6 v 6	18 x 9m	(area 128 – 162 square metres)

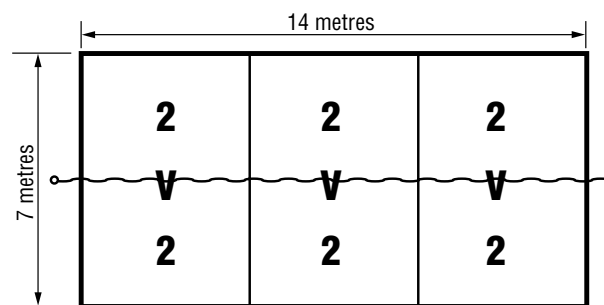


Figure 2.3 3 courts with 4 players each – space for 12 volleyballers on a badminton court

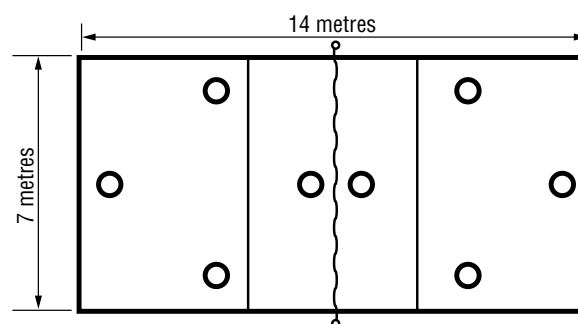


Figure 2.4 2 teams of 4 players each – space for 8 volleyballers on a badminton court

Using the principles above, an indoor basketball court of 28m x 15m (area 420 square metres) can be adapted to fit in four adapted volleyball courts of 4 v 4 or twelve courts of 2 v 2.

Lack of Equipment

Where a school has few volleyballs, and finances restrict the purchase of specialist equipment, staff should improvise and use plastic balls of the right size and weight, i.e. not over 220g, but not so light that the correct hand shape cannot be attained. Special teaching and minivolley balls are widely available for introducing and developing volleyball in the curriculum.

N.B. Plastic balls should not be inflated as hard as footballs as they can sting the arms on contact.

Adapt practices or games to cater for extra people, e.g. a volley practice between two players can incorporate four players in a relay-type activity. In a game situation any extra participants may be used to referee or score.

An important point is to avoid participants standing around awaiting their turn. Activities should be educational but should also be fun, and should involve the participants fully.





TEACHING FEEDING SKILLS

In order to master the techniques of volleyball it is necessary for players to have lots of opportunities for successful contact with the ball. This can best be achieved by feeding a controlled ball to the player who is practising. In the class environment, therefore, it is necessary to teach the players how to feed their partners correctly. In doing so, they are also learning the importance of cooperation and teamwork and having an experience of the coaching role.

Practices

1. Feed the ball

Aim: To teach players to “peak” the ball when feeding.

- The player uses a two-hands underarm throw over the net to make it bounce in the hoop. (See Figure. 2.5)

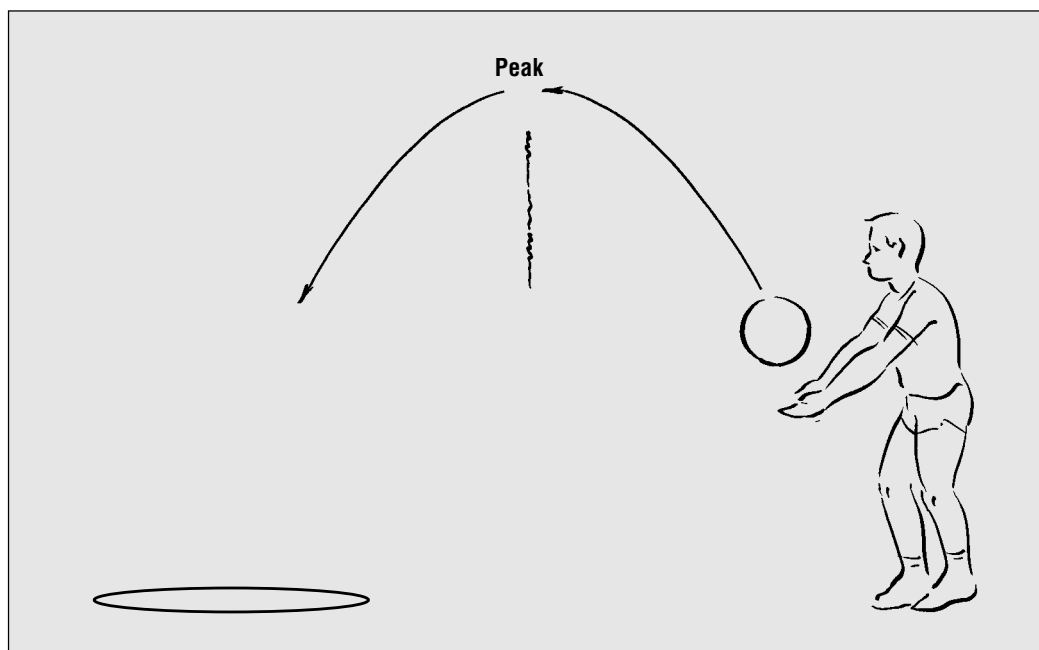


Figure. 2.5

N.B. The player should vary the distance between him/herself and the hoop and the net.

- As above but with the eyes shut. The player should feel the weight of the pass.

2. Mid-Air Strike

Aim: To improve accuracy and timing of the feed.

- Players A and B toss the ball back and forth. Players C and D attempt to hit the ball with their ball. (See Figure. 2.6)

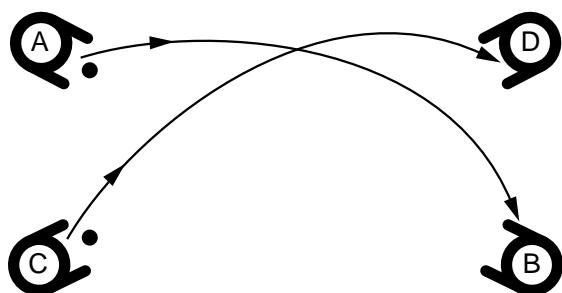


Figure. 2.6



REMEMBER

- The feeder should feed the way he or she is facing
- The feeder should feed underarm, using two hands
- The ball should always have a peak point.



UNIT 3

The Fundamentals of the Game

CONTROLLING SPACE

Control of space by players, both as individuals and as members of a team, is vital in the game of volleyball. For this reason players need to have an understanding of controlling their own space either in defence or attack before they can operate effectively in a team context.

The idea of controlling space can be introduced in the initial lead-up volleyball games of Ball over the Net and 1 v 1. The concepts introduced here can also be very useful when teaching other team sports such as basketball or football.

The basic principles of controlling space are:

Base Position

- The best place for a player to start from in order to defend his/her court is towards the back and in the middle because:
 - it is easier to move forwards to play the ball than to move backwards, and
 - taking a balanced middle position gives equal chance to defend to the left or to the right. The idea of a defensive base position is thus established. (See Figure. 3.1)

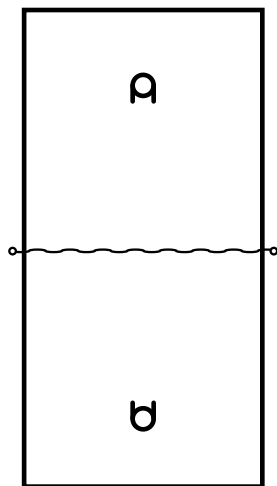


Figure. 3.1 Defensive Base Positions

Read the Attack

- It is important to watch the attacker and to move to get in line with the direction he/she is facing, as this is the direction in which they are most likely to attack. (See Figure. 3.2)

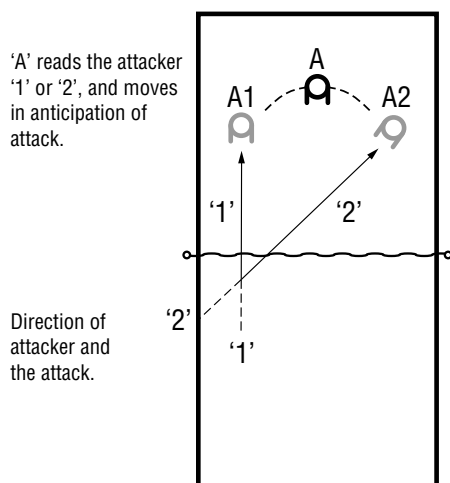


Figure. 3.2

Return to Base

After playing the ball the player finishes the movement cycle by going back to his/her base defensive position; therefore the cycle is as follows:

- 1 Base
- 2 Move to play the ball
- 3 Finish the cycle by returning to base. (See Figure. 3.3)

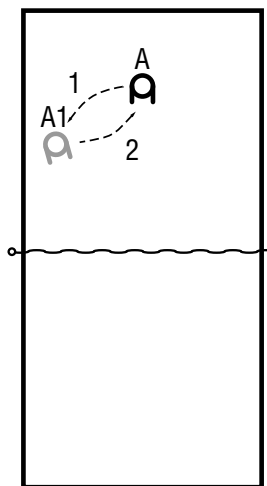


Figure. 3.3

Attack from the Net

- It is better to attack the opponents' court from a position close to the net because this gives them less time to anticipate where the ball is going and hence to defend their court. (See Figure. 3.4)

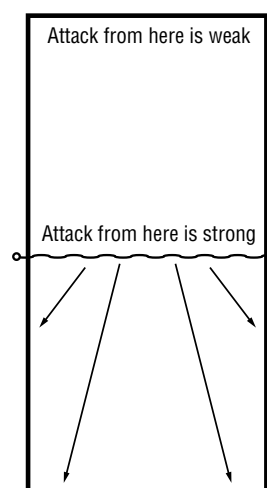


Figure. 3.4





Practices for Controlling Space

1. Roll Off Court

- Aim:** To teach players to observe, and react to, the direction of play.
- Numbers:** In twos, A v B in a court size 2-3 metres square.
- Purpose:** Try to roll ball out of area. (See Figure. 3.5).
- Rule:** With two hands, the player must roll the ball the way he/she is facing.
- Teaching Points:** Watch the opponent, see where he/she is facing and anticipate, the direction of the attack. Move early. Make your partner move.

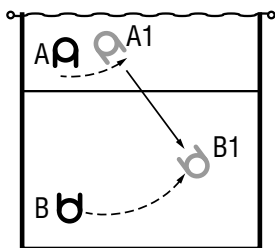


Figure. 3.5

2. Ball Over the Net

- Aim:** To introduce the concepts of attack and defence in a simple volleyball-type game.
- Numbers:** In twos, A v B. (See Figure. 3.6)
- Purpose:** A catch and throw game; players to try to bounce the ball on the opponents' court.
- Rule:** Net height 2.5 metres.
- Teaching Points:** Move to the net to attack. Defend from towards the back of the court.

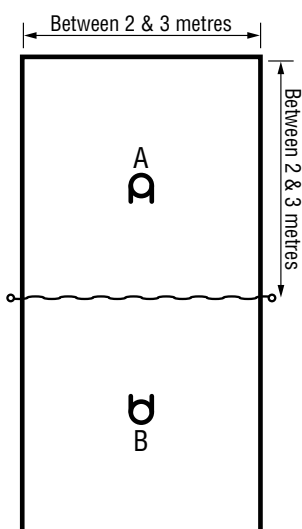


Figure. 3.6

Progressions:

Make the game more volleyball-like; for example two-handed catch and throw above the head. No running with the ball. The player must pass to self in order to get closer to net to attack.

Teaching Points:

Back to base.
Attack into space.
Read the attack.

Advanced Practice

2 v 2 Catch and Throw

Aim:

To develop concepts of attack and defence in a team. A catch and throw game. One defender has responsibility to defend main attack direction (the direction the attacker is facing); the second covers (balances) the rest of the court. (See Figs. 3.7, 3.8, 3.9)

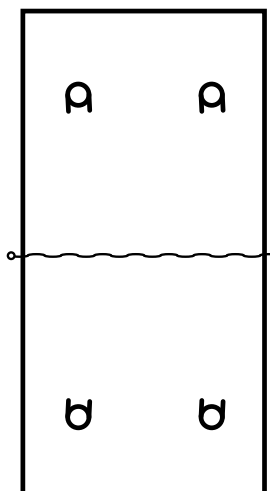


Figure. 3.7

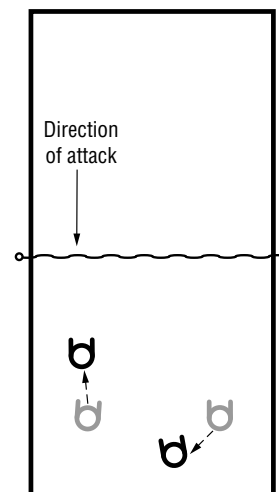


Figure. 3.8

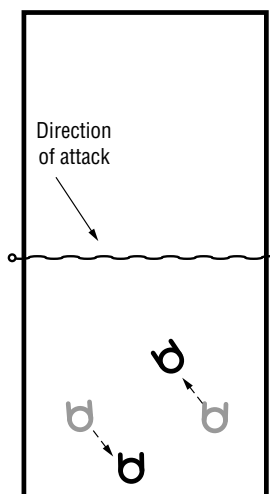


Figure. 3.9





Rules: Must pass to partner; no moving with the ball.

Teaching Points: To cover the space between the players, one player takes responsibility for a short ball, while the other covers the long ball. (See Figure. 3.10) Talk to your partner. Call the ball. Vary the attack.

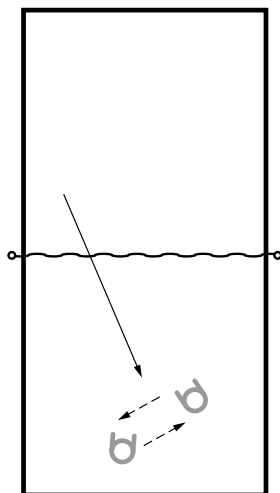


Figure. 3.10
(Refer also to Unit 5 Teamwork)

READY FOR ACTION

Volleyball is a sport which requires quick reactions and rapid, controlled movements over relatively short distances. It can be described as a 'readiness-state' sport. This state of readiness is required both physically and mentally.

A sense of readiness can be portrayed by a correct body shape:

Key characteristics:

- Feet shoulder-width apart
- Knees bent and inside the line of the toes
- Weight forward with the knees loaded
- Spine straight
- Hands in front of the body, ready to move (See Figure. 3.11)

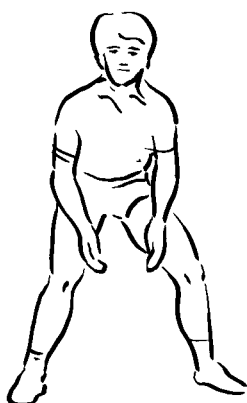


Figure. 3.11

This relaxed, ready posture is the best position from which to move quickly and efficiently in any direction forwards, backwards or sideways (See Figure. 3.12)

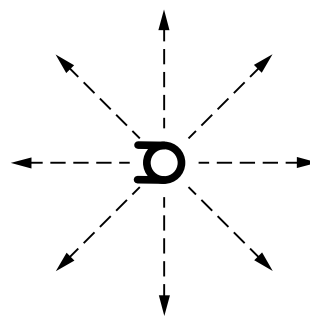


Figure 3.12

It also sends a physical message signifying mental alertness, not only to the opponents but, probably more importantly, to team-mates: "We are all ready for action". This readiness state is similar to that seen in many sports; a basketball defender, a goalkeeper in football, a slip catcher in cricket are a few examples. When introducing the notion of 'readiness for action', it is best to use a number of lead-up and fun games, allied to a good visual message. It can be useful to encourage the players to develop a 'feeling' of being ready by conjuring up an image of a tiger prowling and ready to pounce on the ball, or a coiled-up spring ready to spring into action. (See Figure. 3.13)



Figure. 3.13

Asking a player to bend the knees and put the hands behind the knees gets them into a good readiness posture.

Holding, and moving in, a ready posture can be quite tiring on the legs for beginners so little and often is a good maxim.





Practices for Ready Posture

1. Ankle tag

- Aim:** To teach players to move in a low posture.
- Rule:** Staying within a 2m square court touch your partner below the knee.
- Teaching Points:** Stay low when moving. Quick feet.

2. Ready to Go

- Aim:** To teach readiness posture for quick reactions.
- Rules:** A, with the ball, stands behind B who is in readiness posture. A, rolls the ball through B's feet or tosses the ball over B's head. As soon as B sees the ball, he/she quickly chases it and stops it. (See Figure. 3.14)
- Teaching Points:** Get ready. Be faster than the ball.

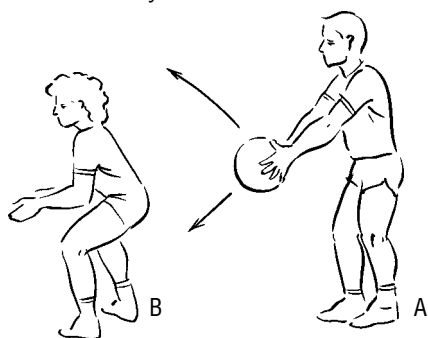


Figure. 3.14

Advanced Practices

1. Looking Two Ways

- Aim:** To teach players to pay attention to other events as well as the ball they are playing.
- Rule:** A volley-passes backwards and forwards to B. (See Figure 3.15) At random, C drops a second ball. A, who is listening for the bounce, turns quickly and taps ball back to C and then returns quickly to continue volley pass to B.
- Teaching Points:** Lively feet. Lively eyes. Ready to react.

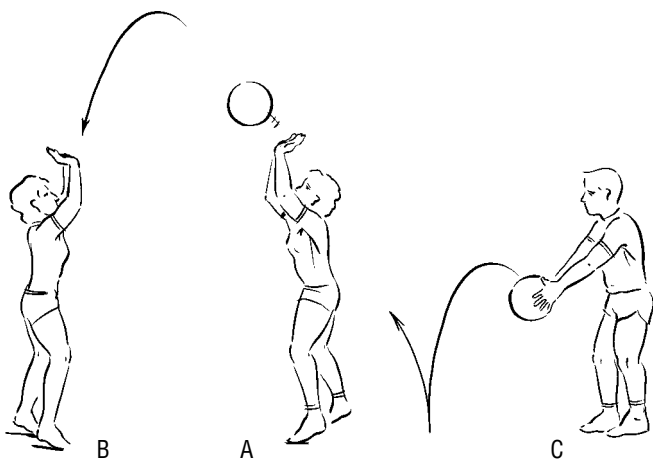


Figure 3.15

2. Looking Four Ways

- Aim:** To train attention and reaction skills.
- Rules:** As above, but C, D and E each have a ball. Player A has to be constantly alert to the three possibilities, thus training both physical and mental readiness. (See Figure. 3.16)
- Teaching Points:** Lively feet. Lively eyes. Ready to react.

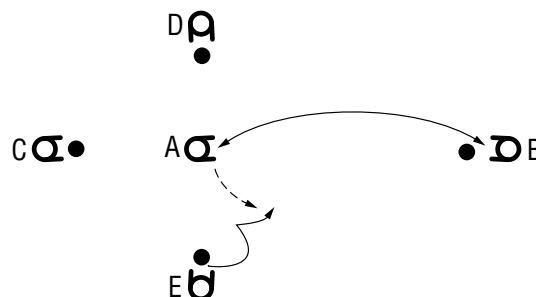


Figure. 3.16

BALL FLIGHT JUDGEMENT

The ability of a player to predict the path of the ball, both in terms of space (where) and time (when) is critical to success in volleyball. This prediction must also be accompanied by a movement of the player to the point of interception, and by his or her preparation to play the ball.

It is therefore essential that players are taught the fundamental skills of judging ball flight and that some time is allocated to learning these skills.

In volleyball, three types of trajectory can be defined.

Type One



e.g. volley. Characterised by low speed and easily identifiable peak point. This trajectory is easiest to judge.

Type Two



e.g. overarm serve. Characterised by high speed and flat trajectory. This is considered moderately difficult to judge and should not be used with beginners.

Type Three



e.g. smash. Characterised by very high speed and downward trajectory. This is considered very difficult to judge and controlling this type of shot is an advanced skill.

When introducing the sport to beginners, it is best to structure the game (e.g. by using a high net and restricting the use of an overarm service) to ensure that a Type One trajectory is used almost exclusively, as this allows the player sufficient time to 'read' the trajectory, anticipate, and move to the interception point.

REMEMBER

When introducing the game:

- Teach good feeding skills (see Teaching Feeding Skills; page 6) to ensure the use of the correct trajectory.
- Use a high net.
- Do not allow players to serve the ball overarm. (Start the rally with a volley or underarm throw over the net.)





Practice for Ball Flight Judgement (Type One Trajectories)

Peak Point

- Aim:** To teach reading of ball flight.
- Rules:** Each player with one ball (any type). Toss the ball in the air, clap at the peak point of the ball. (By clapping at the moment the ball peaks, the player acknowledges the mid-point of the ball flight, which helps in judging the point of interception.) Catch the ball.
- Progression:** Toss the ball in the air, clap at peak, allow the ball to bounce. (Alternatively, no bounce allowed.) Move to catch it:
- sitting down
 - after turning 180° 360°
 - behind back
 - as close to the ground as possible
 - lying down with feet
 - above forehead
 - with a jump.
- (See Figure. 3.17)

Teaching Points: Track the ball. Clap at the peak. Move quickly. Get to the ball early.

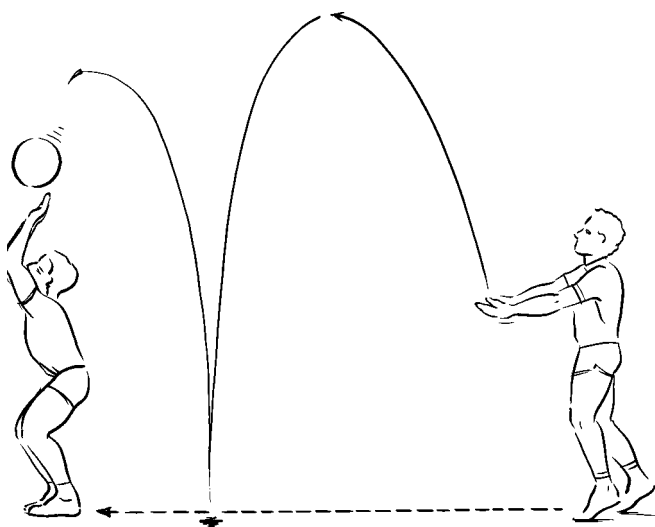


Figure. 3.17

NOTE

The starting point of the players can be varied for these activities. The group may work in pairs, one feeder, one worker. The workers may start with their backs to the net, sitting down, lying down etc. Staff should encourage students to challenge themselves by finding different positions in which to receive the ball.

Advanced Practice (Type Two Trajectories)

Track the Ball

- Aim:** To develop the players' ability to judge ball flight and to coordinate movement.
- Rules:** Working in pairs, feeder and worker on opposite side of the net. Feeder throws overarm or serves overarm to a partner on the other side of the net. The partner moves to:
- let the ball bounce between the feet.
 - let the ball go through the arms like a basket.
 - catch the ball between the knees.
 - turn 180° to let the ball bounce off the coccyx.
 - turn 180° to let the ball bounce through the legs.

BEATING THE BALL

Rebound sports such as volleyball require very precise positioning by the player, in order for the ball to be brought under control. Inexperienced players cannot compensate for poor positioning through superior strength or adaptation of technique. Therefore, players need to arrive at the position where they play the ball in a balanced and controlled state before the ball arrives. It is not sufficient for a player to arrive at the same time as the ball. The aim should be, when possible, to 'beat the ball'.

Ideally, players want to time their movements so that they arrive at an interception point a fraction before the ball, in order to be able to gather themselves and prepare physically and mentally for the ball contact.

The difficulties that inexperienced players face when trying accurately to judge ball speed and direction can be reduced by initially rolling the ball along the floor. Once this challenge is overcome, an underarm toss can be used further to extend the players.

Practices for Beating the Ball

1. Sit On It

- Aim:** To teach players to time their movements in relation to the speed of the ball.
- Rules:** A rolls the ball in different directions and at varying speeds towards one side or the other of B. (See Figure 3.18) B, using sidesteps, times his or her movement in relation to the speed of the rolling ball and stops the ball in the midline of the body (i.e. between the feet) by:
- sitting on it
 - using hands behind the knees and between the feet
 - lying on the floor and using the forehead.
- Teaching Points:** Be quicker than the ball. Quick to start, controlled on arrival.



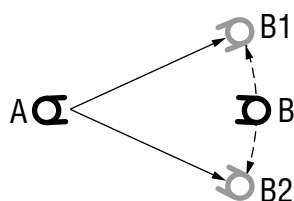


Figure 3.18

2. Chase It

- Aim:** To develop the ability to time movements in relation to ball speed.
- Rules:** In pairs, one feeder one worker. A rolls the ball, B chases the ball and accelerates past it to stop it by sitting on it, facing A. (See Figure. 3.19)
- Teaching Points:** Ready to go, quick off the mark, beat the ball.

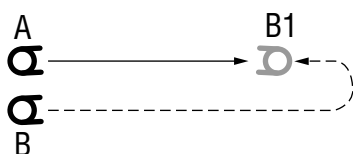


Figure 3.19

MOVEMENT

How to Start

Movement should start from a readiness posture. Forward movement is initiated by a slight lean forward, causing a loss of balance, and then a step is taken to prevent the player from falling over. This forward shift of weight can be initiated by pressing the knees forward and inwards. When moving, the hips and eyes should stay parallel (and not bob up and down). This helps in keeping a constant perspective and assists in judging the flight of the ball (see Figure. 3.20). Players should be asked to imagine that they have a glass of water on their head, and that they must not spill a drop.

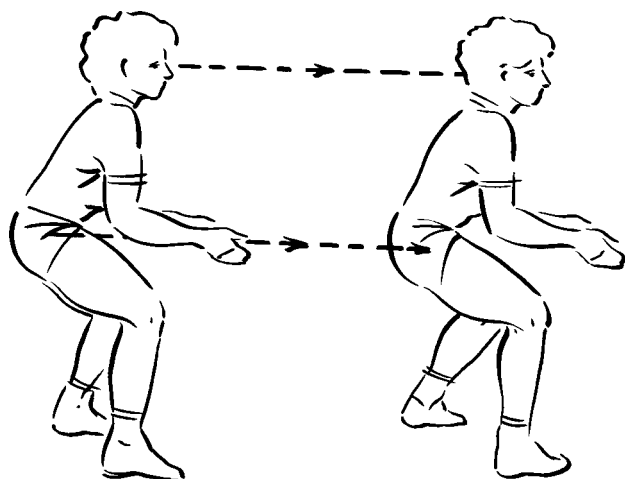


Figure 3.20

How to Stop:

In order to stop quickly and effectively, the body weight must be controlled by using a braking step. When moving forward, the braking step is made by turning the front foot to 45° to the direction of travel. (See Figure. 3.21)

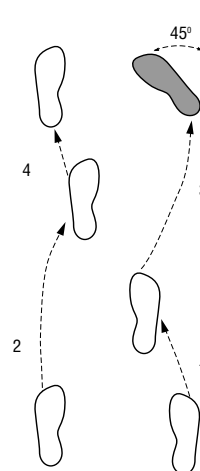


Figure 3.21 Braking Step

Moving Sideways

Movement to the side is made by using a side-step for shorter distances and for novice players. (See Figure. 3.22)

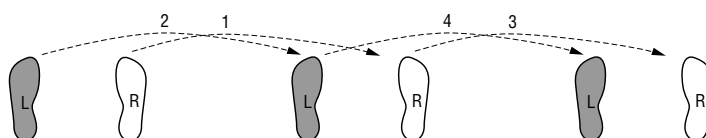


Figure 3.22 Lateral Side Step

A more advanced method is by using the cross-over step. (See Figure. 3.23)

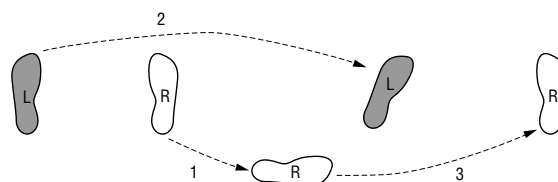


Figure 3.23 Cross-over Step to the Side

When using a lateral side step or cross over step the body weight is controlled by planting the inside edge of the lead foot, thus giving a braking effect. (See Figure. 3.24)

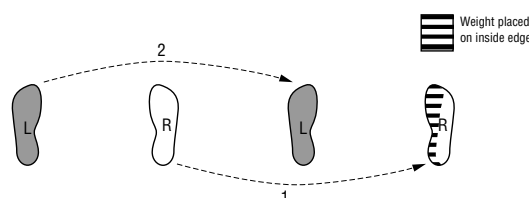


Figure 3.24 Braking Step

REMEMBER The hip line of the player should trace a straight line when he/she is moving. — is better than ~.

Keep eyes level and stay low.





UNIT 4

The Techniques of the Game

The essential skills of volleyball are the:

- Volley
- Forearm Pass
- Service
- Smash
- Block

THE VOLLEY

The volley is a two-handed pass played above the forehead. With its high and slow trajectory, it gives beginners the best chance to read the flight of the ball and to move to the contact point, thus making it the ideal starting point for teaching the game. Using only the volley it is possible to get a 1 v 1 game going very quickly. Once mastered, the volley is the most accurate method of passing the ball.

TYPES OF VOLLEY

The volley is most commonly used to set up an attack. It is used to put the ball high and close to the net (one metre) so that an attacker can jump and smash it.

It is also used when receiving a slow-moving ball from the opposition, to control the ball and pass it to a team mate.

All players need to be able to volley the ball over both short and long distances (2m to 8m).

Technique Description – Volley (See Figure. 4.1a/b/c/d/e)

The player should:

- be ready to move to the ball (see Ready for Action, page 20) (See Figure. 4.1a)
- watch the ball and anticipate where it is going (peak point of the ball – see Ball Flight Judgement)
- move quickly to the interception point (midline of the body, ball above hairline) maintaining good body shape; be behind and under the ball
- be balanced and facing the direction in which he/she wants to play the ball before the ball arrives (see Beating the Ball, page 25) (See Figure. 4.1b)
- have his/her body under the ball, with the knees bent and arms relaxed (See Figure. 4.1c)
- contact the ball above the hairline, on the midline of the body
- use a 1-2 rhythm to play the ball; i.e count one – down beat with the knees bending farther as the hands go up to contact point, count two – extend from the knees through the ball in direction of the target (using the whole body, not only the arms and hands) (See Figure. 4.1 c/d/e)
- finish the action physically by extending to the target, and mentally by seeing in the mind's eye the correct execution
- recover and be ready for the next action; e.g. if the player has played the ball to the setter, he/she should prepare to cover the attacker, or should return quickly to the defensive base position if the ball has been played over the net

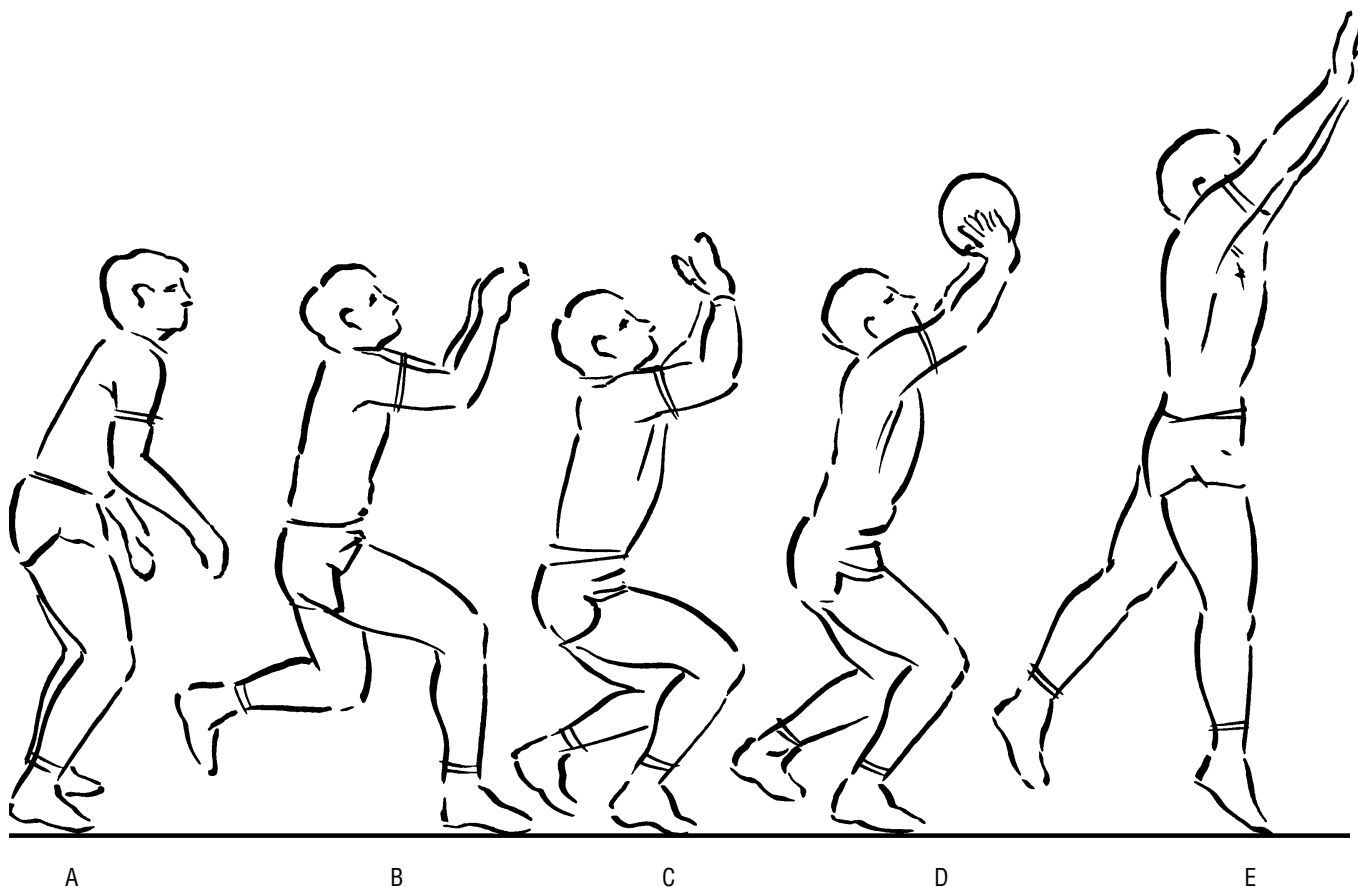


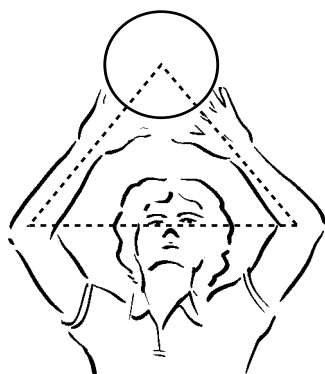
Figure. 4.1 a/b/c/d/e





Ball Contact

- The hands are open, in the shape of the ball
- The index fingers and thumbs form a triangle; index fingers and thumbs are the same distance apart, 2.5cm-5cm
- The thumbs should point at the opposite ear
- The forearms makes a second, bigger triangle
- The ball is contacted with the pads of the thumbs along the length of the forefinger and the pads of all the other fingers
- The player should try to play the ball quietly with relaxed arms, wrists and fingers (See Figs. 4.2 & 4.3)



Hands up and make the shape of the ball in front of forehead

Figure. 4.2

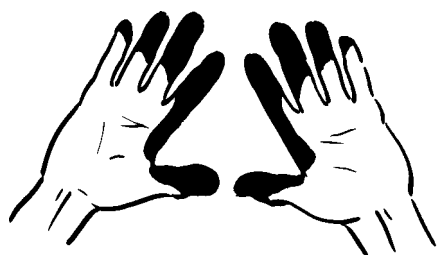


Figure. 4.3

Volley Through Angle

- The player judges the flight of the ball, and moves behind the interception point before the ball arrives. By doing this the player creates space in front of him/herself so he/she can move forward to play the ball to the target.
- The player should be turned to face the target before the ball is contacted.
- The direction of the ball is controlled by extending the whole body in a straight line to target, i.e. toes, navel and nose are in a straight line and pointing to the target. (See Figs. 4.4/5/6)

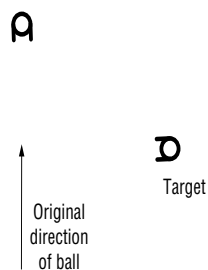


Figure. 4.4

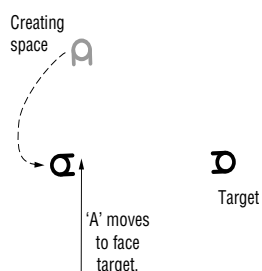


Figure. 4.5

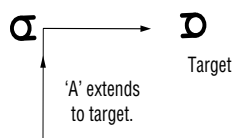


Figure. 4.6

REMEMBER

- Readiness for action, ball flight judgement and good movement all help in establishing a consistent contact point.
- Use of the knees to establish a rhythm, a whole-body action and finishing the action all lead to good ball control.

Practices for Volley Pass

1. Catch or Bounce

Aim: To ensure player moves to, and establishes, correct contact position.

Rules: A feeds underarm to B, who moves to get inside the trajectory of the ball, claps as it peaks, and then:

- lets it bounce close to the body (See Figure. 4.7)
- catches the ball in the volley position.

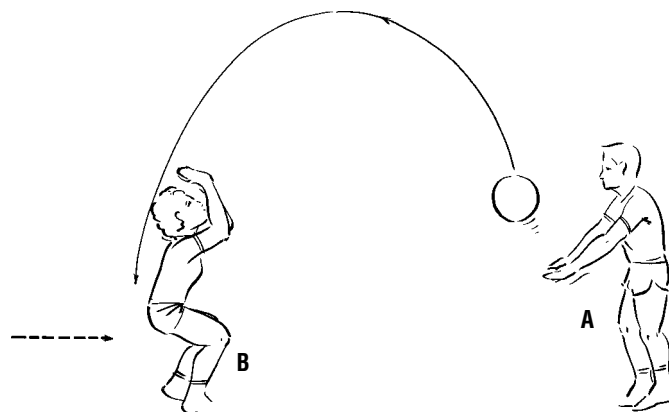


Figure. 4.7

Progression: A calls '1' or '2'.

'1' = B lets ball bounce

'2' = B catches ball

Teaching Points: Catch the ball above and in front of the forehead on the midline of the body.





2. Volley to Self

- Aim:** To teach players to move under the ball and to volley it using knee extension.
- Rules:** Toss ball to self, let it bounce; move under it and volley to self. (See Figure. 4.8)
- Teaching Points:** Move under the ball. Use knee extension to play the ball.

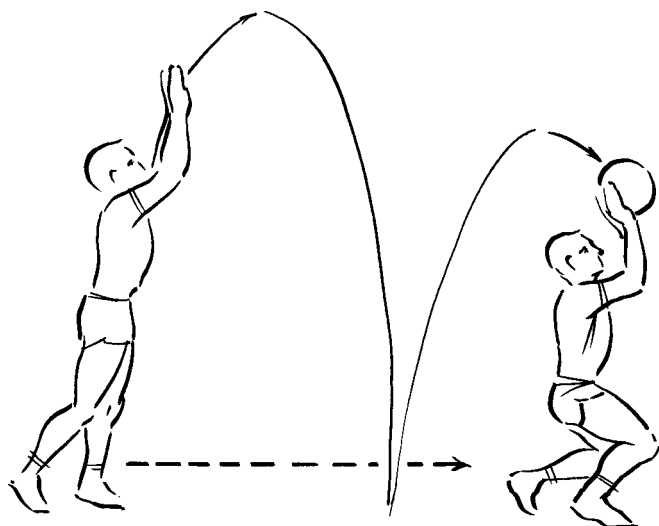


Figure. 4.8

3. Rhythm Volley

- Aim:** To teach rhythm of volley pass.
- Rules:** Volley to self – two metres high.
- Teaching Points:** Establish the rhythm 1 – 2. Count the rhythm aloud.

4. Through the Angle

- Aim:** To teach volley through angles.
- Rules:** A feeds to B who volleys to C. B moves to receive feed from C and volleys to A. (See Figure. 4.9)
- Teaching Points:** B must create space by establishing position early behind the flight of the incoming ball, and must move forward through the contact point towards the target.

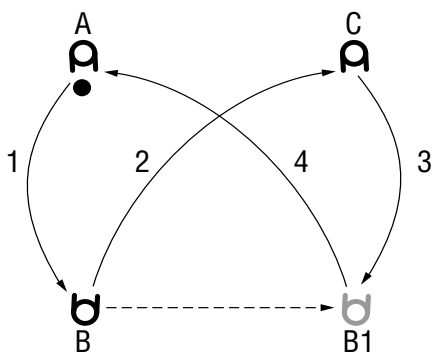


Figure. 4.9

THE FOREARM PASS

The forearm pass, often called the dig, is a technique unique in style to volleyball. It is used to play a ball which is travelling too fast and low to volley, and is performed by bringing the forearms together to make a platform, off which the ball rebounds. It is used most often to receive the service or an attacking shot from the opponents, and it is necessary that this important skill is introduced and mastered early in the development of players.

Types of Forearm Pass

The forearm pass is a general term which is used to describe several similar but slightly differing techniques.

The 'service reception' or 'first' pass technique is used to receive a service. (Higher posture, more time to see and react to the ball.)

The 'defensive dig' is used to prevent a hard or a placed smash from hitting the floor. (Lower posture, very little time to see and react to the ball.) The 'free ball pass' is used to control a relatively easy, high ball from the opponents and to pass it to the setter. (More upright posture, no time pressure.)

Technique Description – Forearm Pass

(See Figure. 4.10a/b/c/d see page 18)

The player should:

- be alert and ready to move to the ball (See Figure. 4.10a);
- watch the player playing the ball, watch the ball and anticipate where it is going (see Ball Flight Judgement, page 13);
- move quickly to the interception point (midline of body, ball well in front of body and between the waist and knees), maintain good posture and create space in which to contact the ball well in front of the body (See Figure. 4.10b);
- before the ball arrives be in a balanced position, feet slightly more than shoulder width apart, knees bent and shoulders relaxed (see Beating the Ball, page 14);
- the hips should be back and the arms and hands extended in front of the body;
- the ball is contacted on the midline of the body between the knees and the waist; the ball is played on the forearms (See Figure. 4.10c)

The speed of the incoming ball determines how it is played:

- If it is slow, the player has to give it some speed in order for it to reach the target. This is achieved by extending from the knees and playing the ball with the whole body weight in the direction of the target. The player should not swing the arms at the ball. (For an example of a free ball pass see Figure. 4.10d)
- If it is medium-paced, the player should act as a wall and allow the ball to bounce off the forearms; this is used frequently during service reception.
- If it is very fast, the player should absorb some of the speed of the ball by moving the whole body backwards as the ball contacts the forearms. (This is the defensive dig, an advanced skill requiring perfect timing but it should be needed only when the opponents are serving or smashing the ball very fast.)





The player should recover from the shot and be thinking about what will happen next, and how he/she should respond to the changing situation.

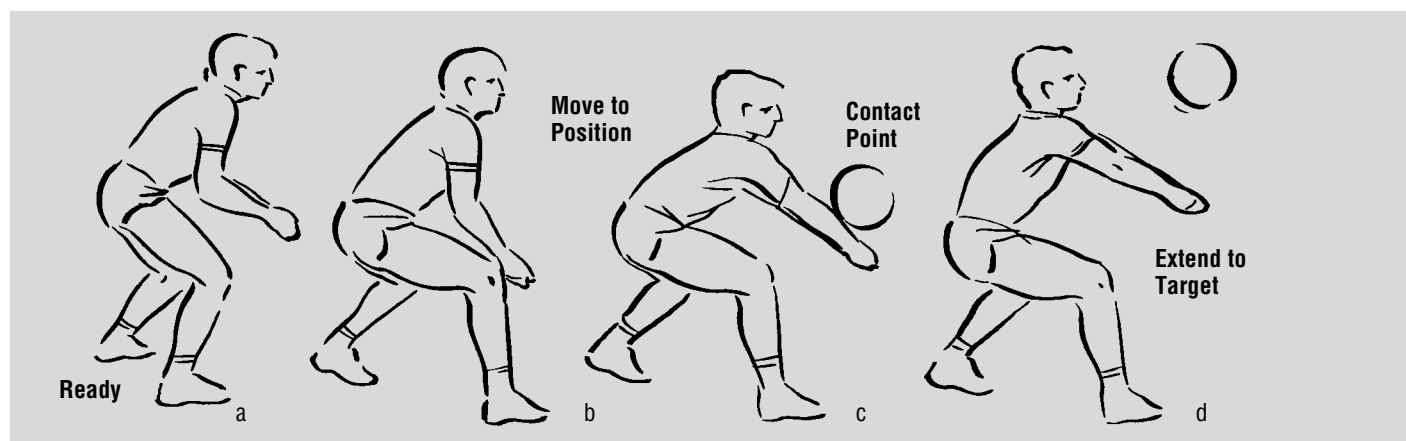


Figure. 4.10a/b/c/d

Ball Contact

- The ball is played on the fleshy inside edges of the forearms just above the wrists. The elbows should be straight and must not bend during the passing action.
- The players should imagine that the ball is a bubble which they do not want to burst. Telling them to touch the “bubble” gently rather than hitting it can help players to gain a correct feel for what good contact in the forearm pass is like.
- To form a flat platform, bring the edges of the hands together, palms up; rest the fingers of the left hand on the fingers of the right hand and close the hands up until the thumbs are touching and parallel. (See Figure. 4.11)



Figure. 4.11

- The angle of the hips and the arms is the key to getting sufficient height with the forearm pass. (See Figure. 4.12a/b)
- To play the ball high, get the hips under the ball.

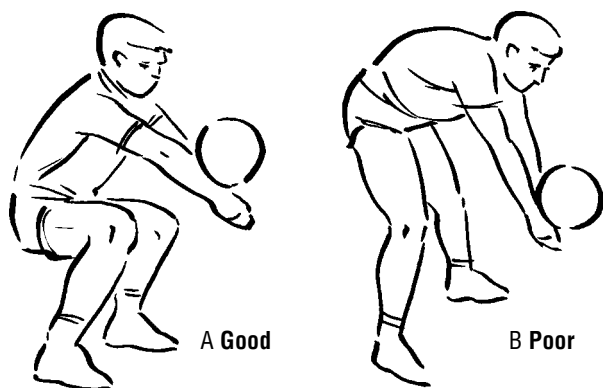


Figure. 4.12a/b

REMEMBER

The key task for the player is to read the ball flight and to move to establish a correct body posture and contact point prior to playing the ball.

“Touching” the ball rather than “hitting” it helps to promote good control.

Practices for Forearm Pass

1. Bump Ball

- | | |
|--------|---|
| Aim: | To familiarise players with ball/arm contact. |
| Rules: | Player A tosses the ball in the air, lets it bounce and moves under the ball to dig to self, lets it bounce, digs to self. (See Figure. 4.13) |

Teaching Points: Establish control of the ball before insisting on height of pass. Ensure players take the ball well in front of the body and use knee extension, not arm swing, to dig the ball.

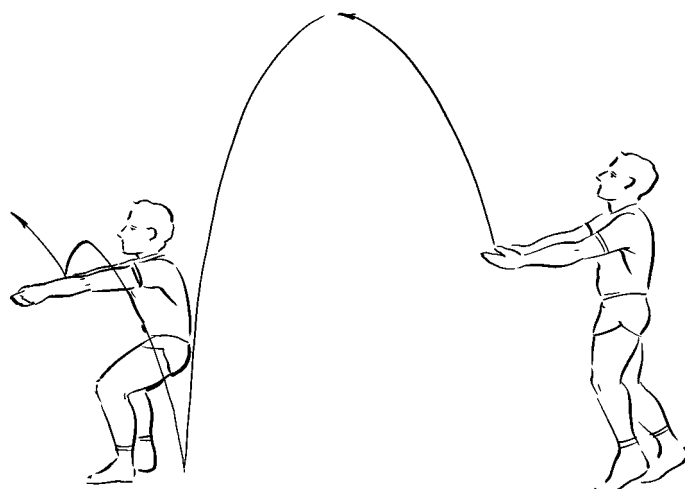


Figure. 4.13





2. Bump To Partner

- Aim:** To teach contact point in front of the body.
- Rules:** A feeds slightly in front of B, who moves forward to bump the ball back to A. (See Figure. 4.14)
- Teaching Points:** Use words to create a soft contact with the ball: "Touch the ball gently", "The ball is like a bubble".

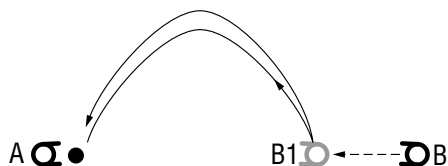


Figure. 4.14

3. Bump Through the Angle

- Aim:** To develop the skill of passing the ball through an angle.
- Rules:** A feeds over the net to B, who passes the ball to target player C. (See Figure. 4.15) C catches the ball and returns it to A to feed again.
- Teaching Points:** B must use body weight towards the target to control the direction of the pass. (Similar to Volley Through the Angle, page 17.)

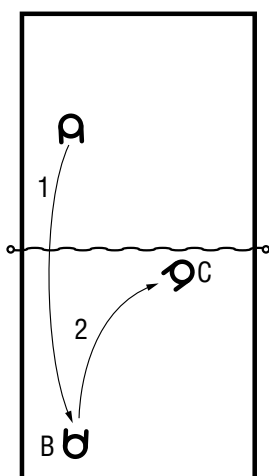


Figure. 4.15

4. Bump and Cover

- Aim:** To teach movement and linking to the next action.
- Rules:** As above but C volleys ball to self and then to a new position for B. B digs again to C. (See Figure. 4.16)
- Teaching Points:** B must stay in posture and adjust quickly to the new position. B learns to link to the next action and to control the length of the dig pass.

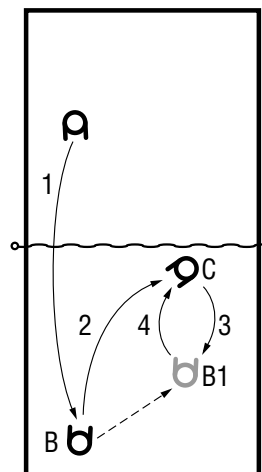


Figure. 4.16

THE SERVICE

The serve is used to start every rally. It is the only skill in volleyball over which the player has complete control (closed skill). Initially it is necessary to develop a serve which is consistently safe, i.e. over the net and into court, so that the team has an opportunity to score points. As the standard of play improves, it is necessary to try to create some pressure on the opponents by powerful or tactical serving.

Types of Serve

There are many different serves:

- Underarm
- Overarm float
- Overarm topspin
- Roundhouse
- Jump

When introducing the game of volleyball, service reception skills are perhaps the most difficult to master and so the service should remain conditioned throughout the small-sided game period, for example restricted to volley serve or underarm serve. Only when a team's service reception skill improves, should overarm service techniques be allowed.

Both the underarm and a simple overarm serve are described here. The underarm serve is easy to introduce and learn; it is safe and yet it can be used to develop the tactical awareness of the server (who to serve at, where to serve to, etc.) It is not a very powerful attacking serve, however, and as the reception skills of the players improve the overarm serve should be developed.



Technique Description – Underarm Serve (for a right-handed player)
(See Figure. 4.17a/b/c/d)

- The player should select a position behind the base line. Feet should be a shoulder width apart, left toe pointing to the target, right foot behind and to the side of the left foot at about forty- five degrees. This should be a comfortable and balanced stance. (See Figure. 4.17a)
- The weight is mainly on the back (right) foot; the knees are bent.
- The ball is held in the left hand, elbow comfortably bent at about waist height and in front of the right hip. (See Figure. 4.17b)
- The hitting hand can be either closed in a fist or kept open.
- The hitting arm swings through in a straight line, brushing the right hip. (See Figure. 4.17c)
- The body weight is transferred from the back to the front foot as the hitting arm swings forward and the ball is struck. (See Figure. 4.17b/c)
- The hitting hand strikes the bottom half of the ball (to ensure that it goes up and over the net) and follows through in the direction of the target. (See Figure. 4.17d)
- The player moves onto court to take up his/her defensive position.

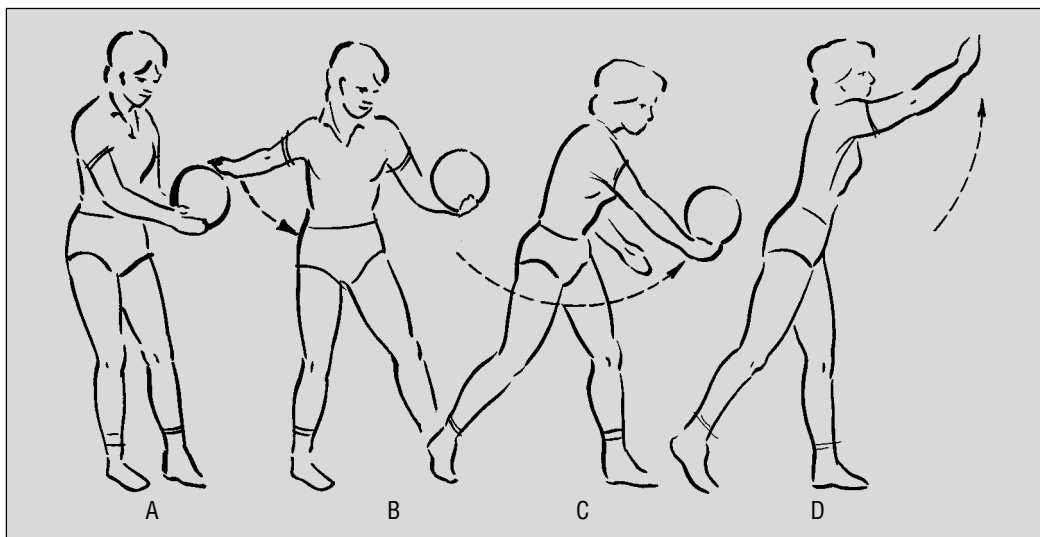


Figure. 4.17a/b/c/d

Technique Description – Overarm Serve (for a right-handed player)
(See Figure. 4.18a/b/c/d)

- Feet should be shoulder width apart, left toe pointing to the intended target, right foot behind and to the side of the left foot, at about forty five degrees. The weight is mainly on the back (right) foot, the knees are bent, the back is straight. The player should be comfortable and balanced in this stance. (See Figure. 4.18a)
- The ball is held on the fingers of the left hand, in front of the right shoulder.
- At the same time as the left hand tosses the ball, the right arm moves back to initiate the striking action. The right elbow is kept high (above shoulder level) during the action. The ball should be at the apex of its toss when it is hit by the serving hand.
- As the right arm and hand comes forward to strike the ball, the body weight is transferred from back to front foot. (See Figure. 4.18c & d)
- The hand is open and the wrist and palm are tense as they strike the centre of the ball.
- The hitting hand stops on contact with the ball and should finish facing the target. (See Figure. 4.18d)
- The player should move quickly onto court to take up his/her defensive position.

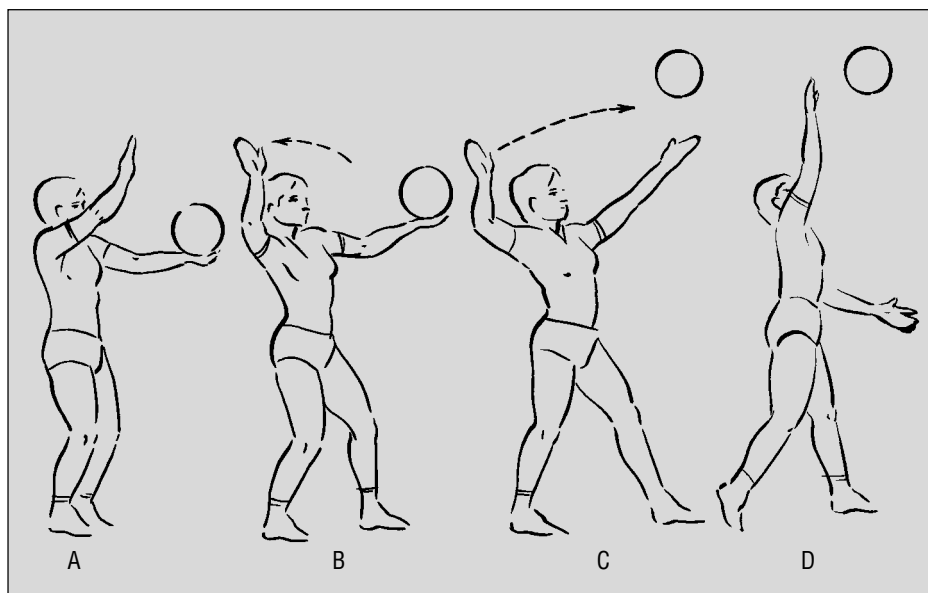


Figure. 4.18a/b/c/d



Practices for the Serve

1. Partner Serving (See Figure. 4.19)

- Aim:** To introduce the underarm serve.
- Rules:** In pairs, A serves to B who is on the other side of the net about four metres away. When each player has served three good serves, both take one step back from the net. Gradually increase the distance until service is from behind the baseline.
- Teaching Points:** Eye on the ball. Hit UNDER the ball to get it OVER the net.

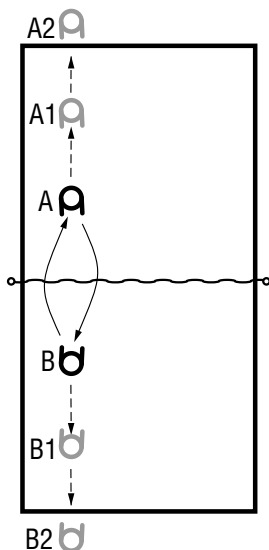


Figure. 4.19

2. Target Serving

- Aim:** To teach control of the direction of the serve.
- Rules:** Serve over the net at a target (mat, bench etc.) The winner is the player who can hit the target twice. (See Figure. 4.20)
- Teaching Points:** Front foot should be facing the target. Hand should finish towards the target.

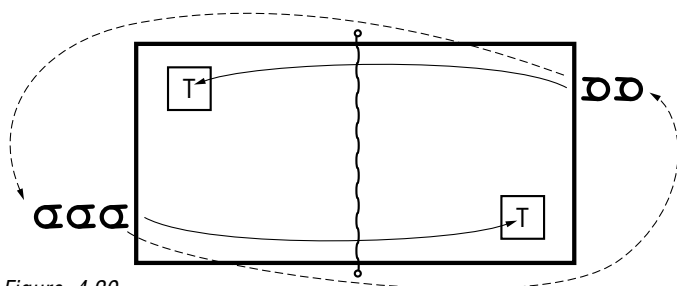


Figure. 4.20

THE SMASH

The smash is the principal attack shot used in volleyball. The player runs in and jumps above and close to the net (about 1 metre away) to hit the ball with one hand down into the opponents' court. The main purpose for a team's using its three touches is to set up an opportunity to use the smash. Players are normally easily motivated to practise the smash, but it is important that players work on the whole sequence of passing, setting and smashing the ball.

Types of Smash

Once the basics of hitting the ball over the net and into court have been mastered there are other variations which can be used. These include:

- Smashing a high set cross court, or down the line
- Smashing a quick set (the smasher jumps at the same time as setter sets the ball.)
- Hitting the ball off the block and out of court
- Hitting a controlled off-speed smash or tipping the ball just over the block (similar to drop shot in tennis)

Technique Description – Smash (for a right-handed player) (See Figure. 4.23a/b/c/d/e/f see page 23)

- The player should move quickly to a good position to start the approach for the smash as the ball is being passed to the setter. This is normally about three to four metres from the net, i.e. behind the attack line.
- For a high set, the smasher must make a judgement as to when to start the approach based on the flight of the ball after the setter has set it.
- A three-step approach can be used – left, right, left. The length of the steps is short, long, long. The speed of the steps is slow, quick, quick. (See Figure. 4.21)

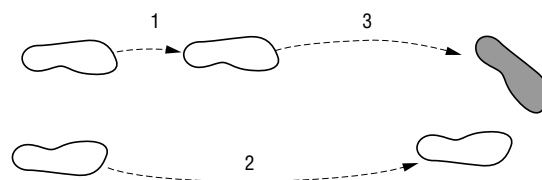


Figure. 4.21 For right hand hit.

- A controlled acceleration to take-off point is the key.
- During the approach, the player should try to keep the hips line as smooth as possible and the head as stable as possible, i.e. don't wriggle the hips and let the head bob up and down. (See Figure. 4.22)

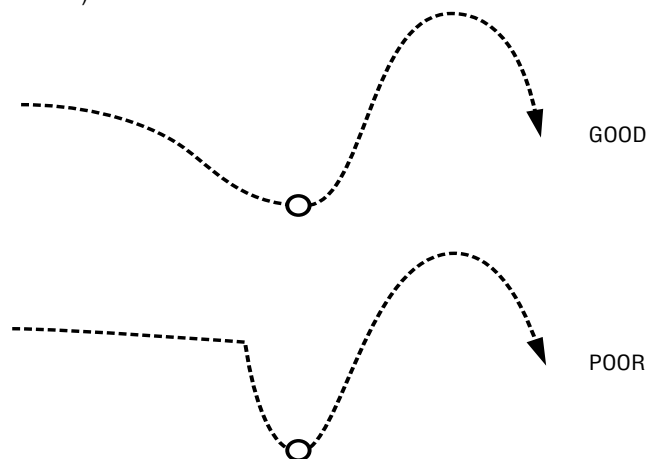


Figure. 4.22 Hip line during smash approach





- The arms are swung back behind the body on the second (right) step. (See Figure. 4.23b)
- The smasher jumps off two feet to prevent forward drift into the net. (See Figure. 4.23c)
- The left, non-hitting arm leads the jumping action and is used to sight the ball. (See Figure. 4.23d)
- The ball is contacted along the line of the smash approach between the head and the hitting shoulder, in front of the body and with the hitting arm fully extended. (See Figure. 4.23e)
- The player lands in a balanced position on two feet and absorbs the force of landing by flexing the knees. (See Figure. 4.23f)

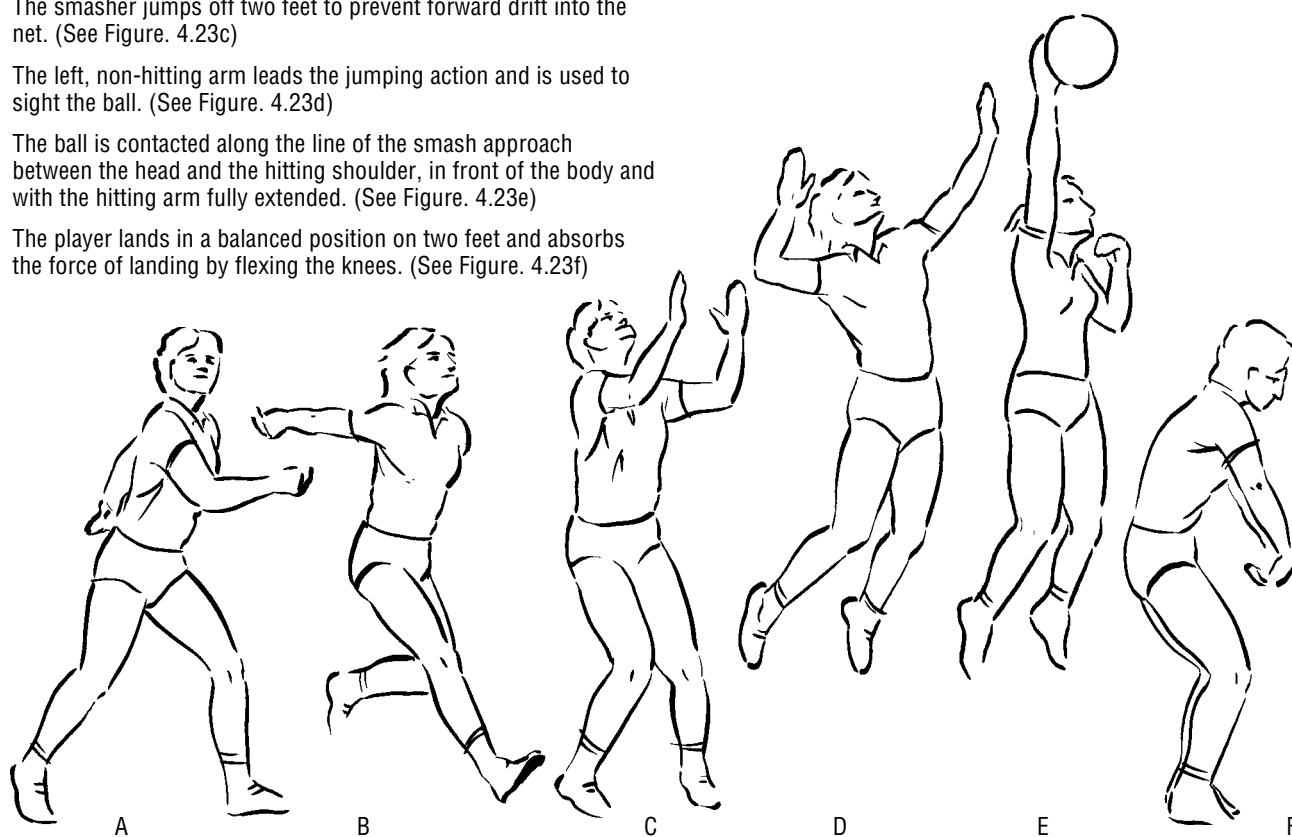


Figure. 4.23a/b/c/d/e/f

Ball Contact

- Power is generated by using the whole of the body weight through the ball in the direction of the smash.
- Control of the ball and topspin is achieved by hitting the ball with the palm of the hand, wrapping the fingers over the ball and snapping the wrist forward on contact with the ball. (See Figure. 4.24)

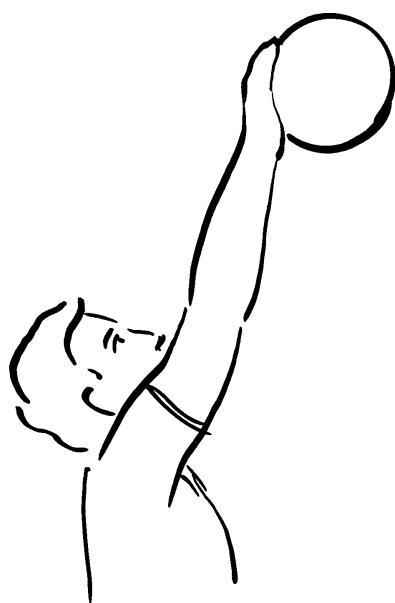


Figure. 4.24

REMEMBER:

The key for consistent smashing is establishing the correct contact point. The player must therefore be able to accurately read the ball flight from the setter and to control the approach and jump. Accuracy and control first, power second.

Practices for the Smash

1. Sight the Ball

- Aim:** To teach establishing the correct contact point and use of the non-hitting arm.
- Rules:** A tosses ball to B who moves to stop the ball with the left (non-hitting) hand at the correct contact point. (See Figure. 4.25)
- Teaching Points:** Maintain good body shape. (The player should not lean in order to get to the ball but should move the whole body.)
- Progression:** B fixes contact points with left hand, and then hits the ball with the right hand.



Figure. 4.25





2. Two Feet Jumping

- Aim:** To teach jumping off two feet.
- Rules:** A feeds for B to jump and catch the ball in the correct contact point. (See Figure. 4.26)
- Teaching Points:** Emphasise two-feet jump off a right-left approach. Catch the ball at maximum height.

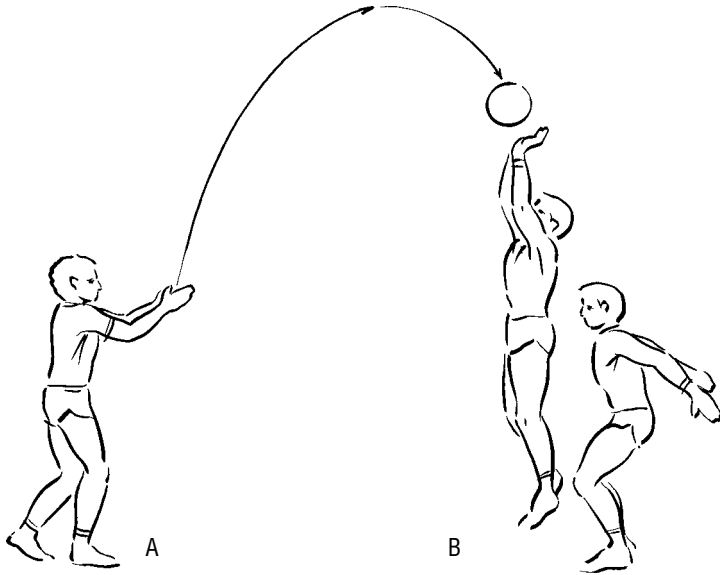


Figure. 4.26

3. Approach, Jump and Hit

- Aim:** To teach an approach, jump and hit action.
- Rules:** A feeds to B who uses a two-step approach and jumps to stop the ball with the left hand. (See Figure. 4.27a)
- Teaching Points:** Consistency of feed helps B to learn the correct timing.
- Progressions:**
- B hits ball with right hand.
 - A moves from feeding from in front of B to feeding from the side.
 - B hits ball over the net. (See Figure. 4.27b)
- Teaching Points:** B must face in direction of intended smash, i.e. faces the target, not the feeder.

4. Set and Smash

- Aim:** To develop the relationship between smasher and setter.
- Rules:** C feeds to A who sets the ball high to zone four for B who approaches, jumps and smashes the ball over the net. B collects the ball and joins the feeding queue. (See Figure. 4.28)
- Teaching Points:** A, the setter, requires adequate setting skills in order for this drill to work satisfactorily. Set high and one metre away from the net.

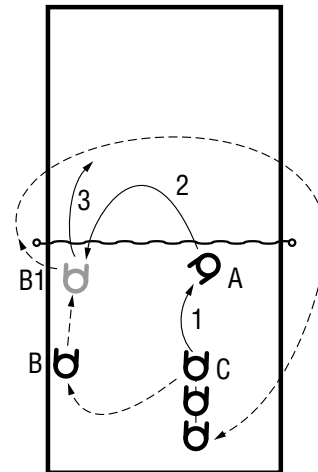


Figure. 4.28

N.B. These practices should be interspersed with overarm throwing actions, e.g. throwing a cricket ball in order to develop the arm swing required for smashing.

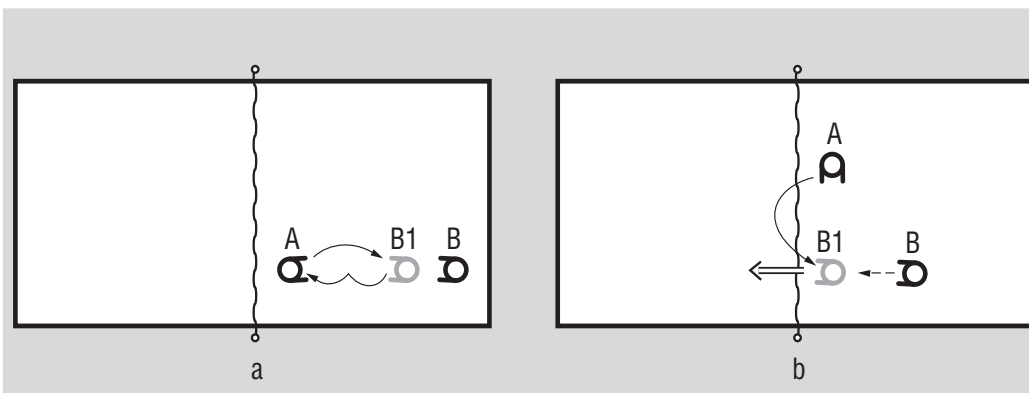


Figure. 4.27a/b





THE BLOCK

The block is the first line of defence against the smash. It may be performed by one, two or three front-row players who jump at the net to stop the smashed ball from crossing the net and to deflect it back into the opposition's court. The block can also stop the smasher from hitting a particular area of the court, thus channelling the ball to where the back court defenders have been placed.

Blocking is a difficult skill to master, but time spent practising it will be well rewarded. Good blocking not only wins points, it can also demoralise the other team and pave the way for victory.

Types of Block

A block can be performed by one player alone or in combination with one or both of the other front court players to form a two or three-person block.

A two-person block is most common in volleyball, as it is the best compromise between strong blocking and adequate court coverage, i.e. it is too easy to smash past a one-person block and there is too much court for only three players to defend if three blockers are used.

Being a good blocker depends on many factors other than jumping high. Much more important is the ability to move along the net quickly and efficiently, to jump in the right place, to jump at the right time, to control the arms and hands while blocking and to 'read' the smasher.

Technique Description – Block (See Figure. 4.31a/b/c/d)

The player should:

- stand about half a metre from the net, feet shoulder width apart, knees slightly bent with hands in front of the shoulders (elbows forward);
- be balanced and ready to move to either side depending on where the ball is set (See Figure. 4.31a);
- watch the opposition develop their attack and move quickly to where it is anticipated the attacker will hit the ball over the net;
- use side steps or cross steps to move along the net, and use a brake step to stop lateral movement before jumping (see Movement, page 15.) (See Figure. 4.29);

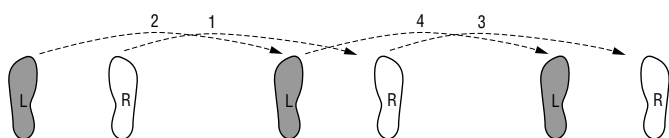


Figure. 4.29

- bend knees to ninety degrees and extend arms forcefully to assist jumping. (See Figure. 4.31c) To help stay balanced in the air, keep hips back and chin down (See Figure. 4.30);
- normally jump at the same time as the smasher jumps. If the smasher is far from the net, delay the jump; if the smasher is very close to the net or very quick, jump slightly earlier;
- if possible, reach over the net with the arms and hands to cut off the angle of the attack and to deflect the ball down into the opponent's court, (See Figure. 4.30);

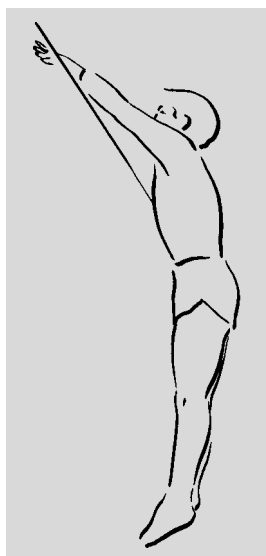


Figure. 4.30

- the fingers should be spread and thumbs almost touching to form a solid 'wall' which will not let the ball through, (See Figure. 4.31d);
- draw the arms back after blocking in order not to touch the net;
- bend the knees to assist in a soft, balanced landing and be ready to play the next action.

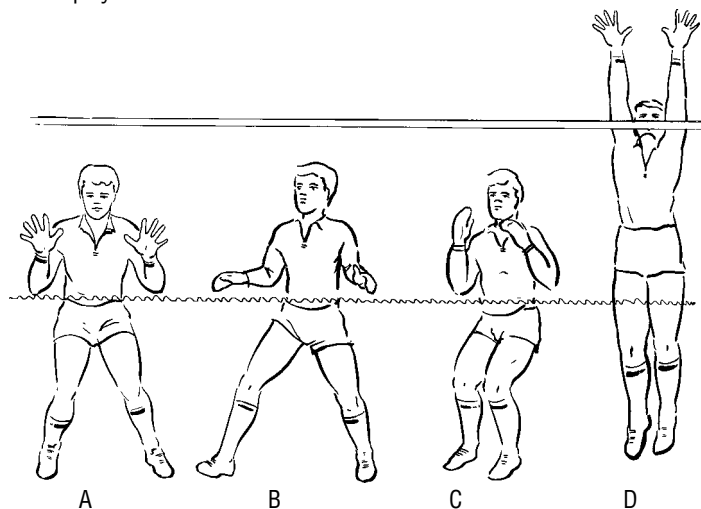


Figure. 4.31a/b/c/d

Practices for the Block

1. Wall Block

Aim:

To teach control in the air and the use of the hands when blocking.

Rules:

Players block against a wall, above a chalk line. The whole hand should be placed on the wall. (See Figure. 4.32)

Teaching Points:

Ensure that there are no obstructions on the wall. Players jump using **vigorous knee extension** and controlled arm movement. **Land on the same spot.** Don't touch the wall (except with the hands).



Figure. 4.32





2. Shadow Blocking

- Aim:** To teach movement along the net.
- Rules:** A faces partner B across the net. A uses side step to move left or right. B follows. Players block jump to touch hands palm to palm above the net.
- Teaching Points:** B must be ready to move (knees bent) and quickly follow A's movement. Control of jumping and landing (no net touches) is more important than speed of movement or height of jump at this stage.

3. Fronting the Attack

- Aim:** To teach block timing and fronting the attacker.
- Rules:** A smash approaches, jumps and throws the ball over the net. B block jumps to prevent the ball from crossing the net.
- Teaching Points:** B must synchronize his/her jump with the attack.

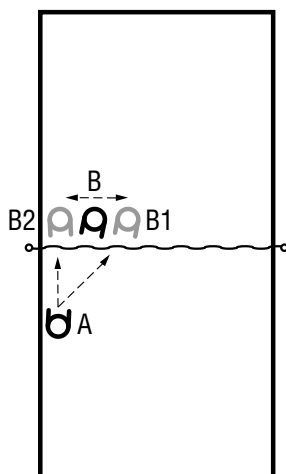


Figure. 4.33

- Progression:** A varies direction of approach. B must move to front the hitter. (See Figure. 4.33)
- Teaching Points:** As A varies the direction of approach, B must observe A and move quickly, using side steps, to get in front of where the ball will cross the net.

4. Smash and Block

- Safety:** Smash and block drills should be practiced only if both skills can be performed with control. If this is not the case, there is a risk of the smasher and blocker colliding.
- Aim:** To teach players to block the smash.
- Rules:** In threes:
C feeds the ball for A to approach and smash.
B reads the attack position and timing and jumps to block the ball. (See Figure. 4.34)
- Teaching Points:** B must watch A's approach, not the ball. The blocker should jump at approximately the same time as the attacker in order to reach maximum height as the smash crosses the net.

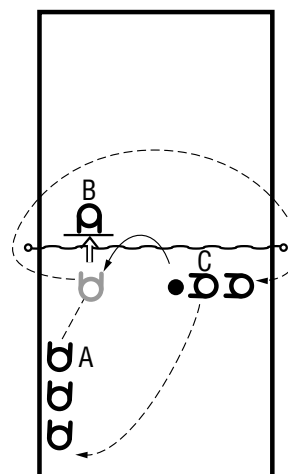


Figure. 4.34

REMEMBER:

These practices give only a few ideas for introducing and developing the techniques of the game. Additional ideas for skill practices, both basic and advanced are to be found in the texts cited in Recommended Reading at the end of this book.





UNIT 5

Tactical Development

INTRODUCTION

The teaching of tactical ideas is an integral part of introducing and developing volleyball with beginners. Even when playing 1 v 1 games, it is important to stimulate tactical awareness by asking and finding solutions for questions such as “Where is it best to attack?” and “Where is it best to stand in order to have the best chance of defending the court?” The first part of this unit examines the principles which underlie defence, attack and teamwork. The second part outlines a model for developing volleyball through small-sided games.

DEFENCE IN VOLLEYBALL

The first aim of the defence is to eliminate the main threat of the attacker. For example, in volleyball a smasher must not be allowed to hit the ball straight down into the middle of the court. If this main attack option can be contained by the defence, the attacker is forced to look for another solution. The defence must be aware of the secondary options available to the attacker and try to contain these. This is illustrated in high level volleyball when the block is used to defend the middle of the court against a powerful smash. The other options open to the attacker might then be to smash cross-court or down the line or to tip the ball over the block. (See Figure. 5.1). The floor defenders attempt to cover these options.

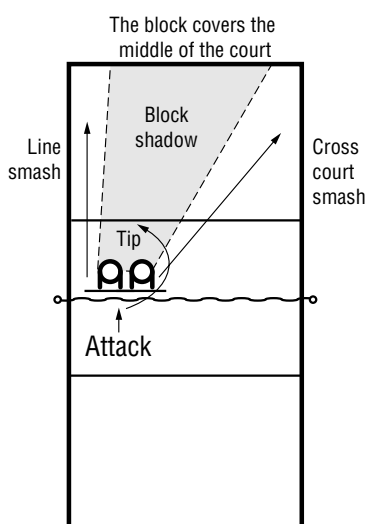


Figure. 5.1

The problem is that it is impossible to defend against every attack option, and therefore at the highest level the game becomes a battle of tactical choices, with the defence trying to outguess the attack and vice-versa.

The speed at which the ball is attacked greatly influences the way in which the defence is put together. At high level, when the players smash the ball at high speed, the ability of the defender to **anticipate** the direction of the ball and to be in position before the ball arrives is vital. When the ball is attacked more slowly, the players have time to see the ball, **judge** where it is going and then move to play it.

It is important to initially teach the skills needed by the defender to be successful against the slower type of attack, e.g. base position, readiness for action, reading the attacker, judgement of ball flight and movement. Examples of practices for these can be found in Units Three and Four.

ATTACK IN VOLLEYBALL

The most powerful attacks in volleyball are made from above the height of the net and close to it. This position gives the attacker the greatest range of options and also reduces the time available to the defenders for playing the ball. In the early stages of developing the game, the main tactical aim is to get the players to cooperate to set up the attack or smash by using the three touches available to the team. As their ability to control the ball and play as a team improves, the attackers need to develop a range of options which will make the opposition defence cover as much court as possible, for example by smashing line or cross-court, or by tipping. The attacker also needs to decide whether they should play a risky shot in the hope of winning the rally directly or play more safely with the hope of unbalancing the opposition and creating an opportunity to win with another attack.

At the highest level, the ability of the setter to disguise the identity of the attacker to whom he/she will set the ball, and to be able to set accurately and at different speeds to the available attackers is very important to success.

TEAMWORK

All teamwork, either in attack or defence, is based on the ability of two players to work in a coordinated way. As more players are added to the team, the task of ensuring that everyone is fulfilling their specified role becomes more difficult, but the principles are the same.

This section, therefore, describes how two players can be taught to work together to control the court in defence and to link together and to create space in attack; when players understand how to work with one other team-mate the successful development of a three, four or six-a-side team is possible.

Controlling Space in Defence

Defenders need to have an individual understanding of base positions (where it is best to start from), readiness posture and movement skills, together with an ability to read the attacker and judge the ball flight. When playing with a team mate, they also need to know how to divide the court up between them. Each player is responsible for a ball played directly to them or to their side of the court. It is necessary, however, to establish some rules for the area of overlapping responsibility which exists between the two players. One good rule is that one player, in Figure. 5.2 the right side player, is responsible for covering the ball which is short, while the left side player covers the deep ball.

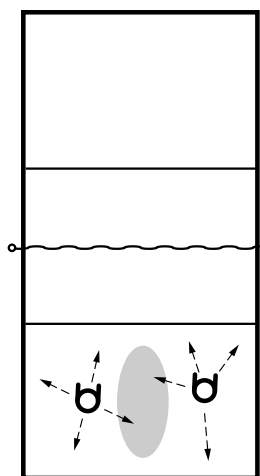


Figure. 5.2

“Zone of confusion”





This teamwork needs to be combined with the ability to adjust base position in response to the direction of the attack, as shown in Figure 5.3a/b/c/d. (Note: defending against a tip attack is not considered here.)

See Unit 3 for practices to introduce and develop controlling space skills.

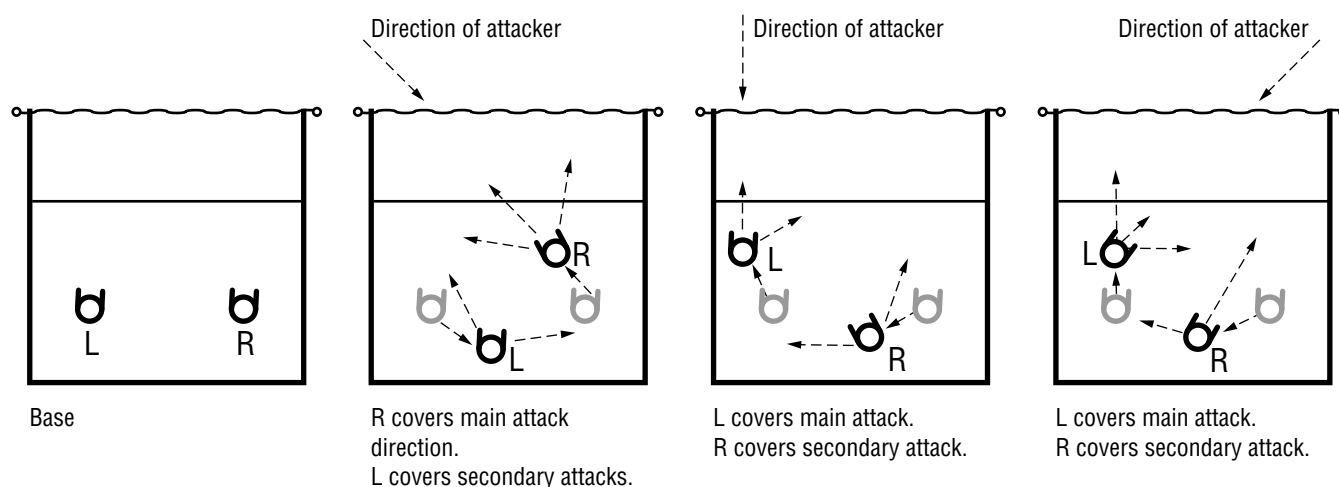


Figure 5.3a/b/c/d

Linking Play

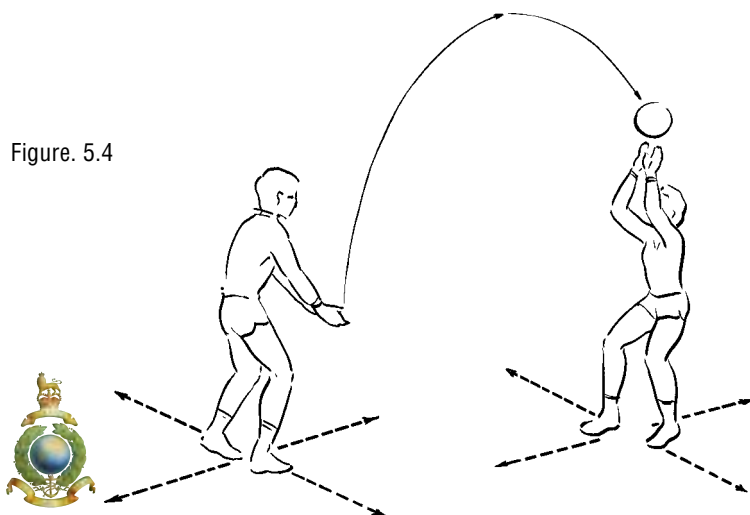
The ability of players to work in harmony with each other is important in volleyball. The movement off the ball, and support play by teammates not involved in contacting the ball, is vital for success. While the ball is in play, all the players should maintain an active readiness posture. This demonstrates a physical and mental state of alertness and contributes to the harmony of the team unit. Once a player breaks posture and stands upright he or she is disassociating themselves from his/her team and is not optimally ready to contribute to the team effort.

Practices to Develop Working Together as a Team

1. Keep Your Distance

- Aim:** To develop linking play between two players.
- Rules:** Player A who has ball, moves around the court in posture facing B. Player B follows A, always keeping the same distance (two to four metres) and also staying in posture. A stops and feeds at various heights. B selects appropriate skill (volley, forearm pass) and returns ball to A. Continue for three successful feeds/passes before relaxing and changing roles. (See Figure. 5.4)
- Teaching Points:** Keep posture; keep your distance; stay linked; work for three good passes before relaxing.

Figure 5.4



2. Keep the Triangle

- Aim:** To develop linking play between three players.
- Rules:** As with practice one but with three players. A moves; B and C keep the same distance from A and from each other. (See Figure. 5.5)
- Note:** A should vary his/her movements forwards, backwards and sideways, or turn to face another direction thus forcing B and C to follow.
- Teaching Point:** Everyone's hips should be at the same level; players should move at the same time and should keep posture, even when partner is passing the ball back to the feeder.

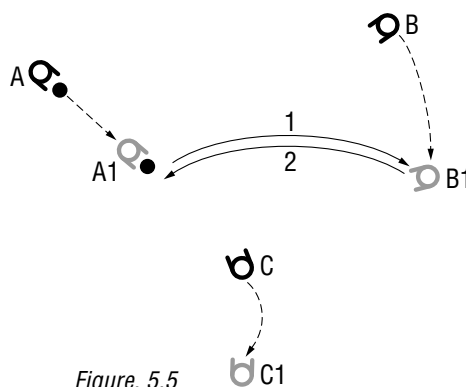


Figure 5.5





Creating Space

It is easier to move forwards to play the ball; when passing the ball to a team mate, therefore, it is better to pass the ball to a space slightly in front of the player, rather than directly to him or her. The most difficult ball to play is one which is going behind the target player.

It is important, therefore, that the passer understands that the target is a space slightly in front of the player to whom he/she is passing the ball.

If the pass is misdirected behind the target player, then he/she must move back behind the flight of the ball in order to come forward again into that space to play the ball. (See Figure.5.6)

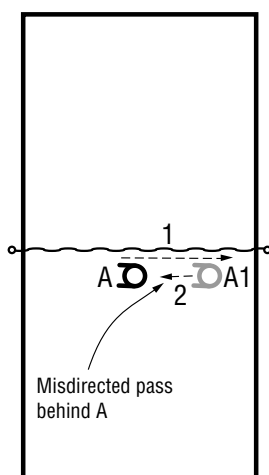


Figure. 5.6

Practices to Develop Passing to a Partner

1. Two Passes to Feeder

Aim: To teach passer to pass to partner's space.

Rules: F feeds to either A or B who have two passes in which to return the ball to F. (See Figure. 5.7a/b) As soon as B sees that A is to play the first touch, he or she must move forward to the target zone. A passes the ball in front of B who plays the ball to F.

Teaching Points: Non-passer moves early to target zone. Passer passes in front of target.

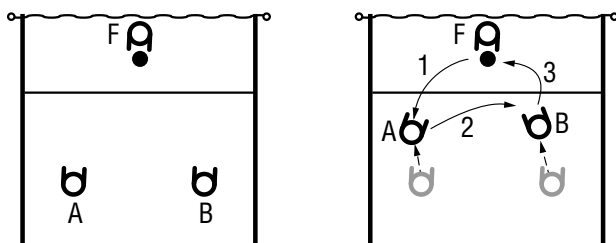


Figure. 5.7a/b

2. Three Touch Volleyball

Aim: To develop the movement for the pass, set, attack sequence.

Rules: F feeds to A who passes to target B. B is in target zone in readiness posture. B catches ball and returns to F. Rotate positions after three good passes. (See Figure. 5.8a)

Progression: Rather than catching the ball, B volley sets ball high and parallel to the net. A moves forward to volley the ball over the net to F. (See Figure. 5.8b).

Teaching Points: Pass ball in front of target. Attacker stays behind the set; moves forward to attack the ball and then back to base quickly, ready for the next feed.

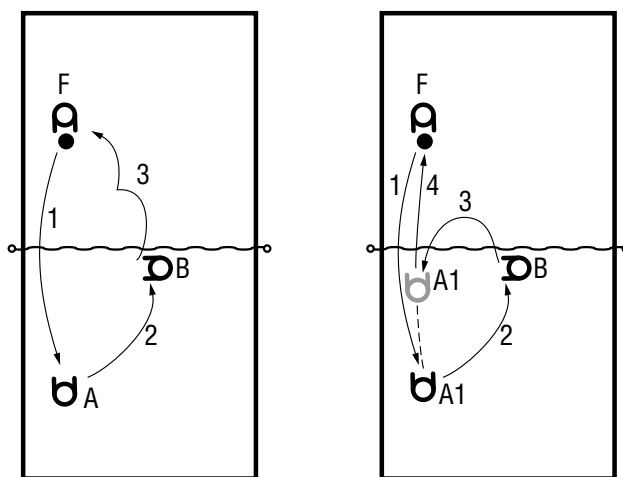


Figure. 5.8a/b




TABLE 5.1 MODEL FOR DEVELOPING VOLLEYBALL THROUGH SMALL-SIDED GAMES

Game Format	Fundamentals	Skills	Tactics
Lead-up games Ball over the net	Ball flight judgement Control of space	Moving Catch and throw Catch and throw with two hands	Defensive base Attack into space
1 v 1	Ready posture Beat the ball	Volley pass	Attack from close to the net
2 v 2	Linking with team-mate (playing off the ball) Creating space for team mate Controlling the space between two players	Volley pass through an angle	Three touches to build an attack Covering court (receiving serve and defending attack)
3 v 3	Movement forwards, sideways and backwards Reading opponent's attack	Forearm pass Underarm serve Attack with jump – volley or smash Block	Service reception formation (designated setter) Defence with or without block Cover of attacker
4 v 4	 (Advanced players only)	Reverse volley/set • Two person block • Overarm serve • Emergency defensive skills • Front and back court players	Width in attack Deception in attack Cover against tip attack
6 v 6		Development and refinement of all skills	Service reception, e.g. W + 1 Attack system, e.g. setter at 3 Attack cover, e.g. 1-3-2 Defence system, e.g. 2-1-3

MODEL FOR DEVELOPING VOLLEYBALL THROUGH SMALL-SIDED GAMES

Although the most common form of volleyball is six-a-side, it is considered best to introduce the skills and tactics using small-sided games. The games of minivolleyball (three-a-side) and superminivolley (four-a-side) have been developed specifically for children between nine/ten and thirteen/fourteen years of age. This section shows how fundamentals, skills and tactics can be introduced within an evolving game-related programme. Table 5.1 above summarises this model. The format used in this section links the skills and tactics to the rules of the game, and it is advocated that this method should be used in that it provides a gradual “drip feed” of skills, tactics and rules which are seen in a relevant context.

Game Format – Ball over the Net

Object of the game: to throw the ball over the net to land on your opponent's court.

Conditions for Game Play

- Court size: 4 m x 2m approximately.
- Net height: 1m higher than reach height of tallest players.
- Balls: Any available: tennis balls = quick movement, basketballs = ‘strength’ development.
- Contacts: Use a progression, for example:
- Catch and throw; can move with the ball.
 - Catch and throw; cannot move with the ball.
 - Catch and throw; must pass to self in order to move. For example, two passes to get the ball to the net, third pass: attack shot over the net.
 - As iii), all catches, throws, and passes to self must be with two hands.
 - As iv), with two hands above head height.

Official Volleyball Rules Introduced

Players are not allowed to cross the centre line of the court.

Tactics

- Attack from near the net
- Throw ball into space, not to your opponent
- Defend from base position.

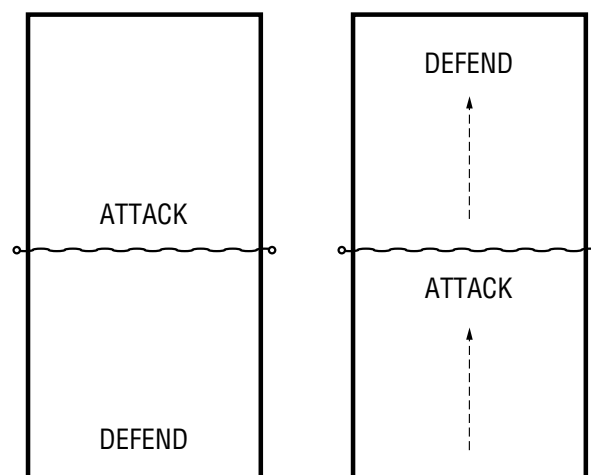


Figure. 5.9a/b





Game Format – 1 v 1

Conditions for Game Play

- Court size:** From 4m x 2m up to 6m x 3m, depending on age and ability of players.
- Net height:** Between 0.5m and 1m higher than reach height of tallest players.
- Ball:** Lightweight plastic ball or mini volleyball.
- Contacts:** Use a progression, for example:
- Any number of volleys permitted.
 - Maximum three volleys permitted.
 - Maximum two volleys permitted.
- Scoring:** One point every rally. Winner of rally serves (with a volley from the back of the court). Play to time e.g. three minutes, or points e.g. first to eleven points.

Official Rules Introduced

Ball 'in', ball 'out', serve touching the net is a fault.

Tactics

As for Ball over the Net.

Game Format 2 v 2

Conditions For Game Play

- Court size:** From 6m x 3m up to 8m x 4m, depending on age and ability of players.
- Net height:** Between 0.5m and 1m higher than reach height of tallest players.
- Ball:** Light plastic or mini volleyball.
- Contacts:** Use catch and throw to teach tactics; then progress to volleys only. Use a progression, for example:
- Unlimited number of contacts
 - Minimum of two, maximum of three, contacts
- Gradually increase strictness of handling to eliminate all obvious throws and catches.
- Scoring:** Use progression, for example:
- One point every rally
 - Win point only when own team has served

Official Rules Introduced

- Scoring system – a team wins points only when it serves (similar to badminton).
- Rotation – the team rotates when it wins the right to serve.
- Players not allowed to touch the net or cross the centre line.

Tactics

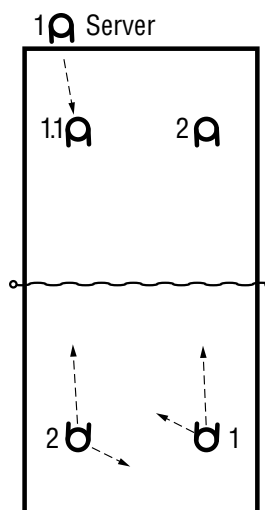


Figure 5.10a Base Positions and service reception

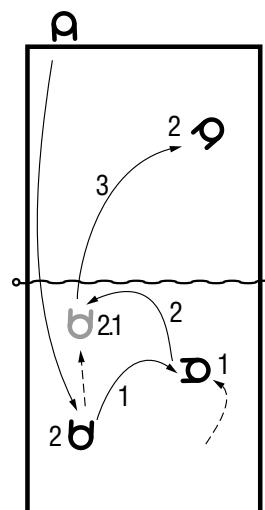


Figure 5.10b Use 3 touches to attack

Players should:

- be aware of their partners. Be ready to chase a bad pass.
- be aware of their opponents. Play the ball into a space or between the two players.
- call for the ball every time "mine" not "yours".
- help team mates by moving into the target zone early and calling for the pass "to me".
- help team mates by calling the ball "out".
- volley high when passing to team mates.
- volley low when playing the ball over the net.

Game Format 3 v 3 – Mini Volleyball

Conditions for Game Play

- Court size:** From 8m x 4m up to 12m x 6m, depending on ability of players and court-marking available. (Inside lines of a badminton court are satisfactory.)
- Net height:** As 1 v 1 when volleying only is being used. Reduce to fingertip height of tallest player when smash is introduced.
- Ball:** Mini volleyball.
- Contacts:** Forearm pass, underarm serve and smash and block are all introduced in this phase.
- Sensitive calling of handling faults is needed to:
- ensure the game can flow, but
 - to give an incentive to improve handling skills.





Minimum two touches, maximum three touches. (This ensures that players pass to team mates, and stops volley tennis being played.)

Scoring: See rules below.

Official Rules Introduced

1. The server is designated as a back court player and is not allowed to block or smash.
2. The block does not count as one of the team's three contacts.
3. Server must serve from behind the baseline at the right side of the court.
4. Net contact and centre line faults are strictly enforced (to prevent blockers and smashers landing on top of each other at the net).
5. Only the serving team can score a point. A team wins a set when it reaches fifteen points with a lead of two points, e.g. 15-13. If the score reaches 14-14, then 16-14, 17-15 wins. If the score is tied at 16-16, then 17-16 wins. Matches are normally the best of three sets.

Tactics

- a. There are three court zones. Players rotate clockwise when they win the right to serve. (See Figure. 5.11)

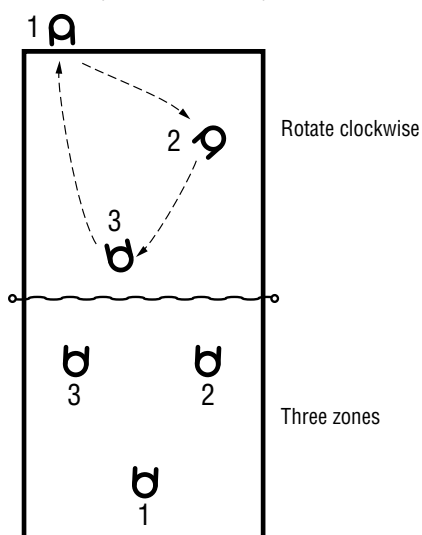


Figure. 5.11

- b. Service reception formation: designated setter is player 2 who stands at the net; players 1 and 3 receive service. (See Figure. 5.12)

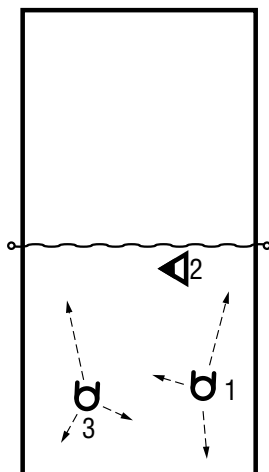


Figure. 5.12

- c. Three touch volleyball = pass, set, attack. (See Figure. 5.13)

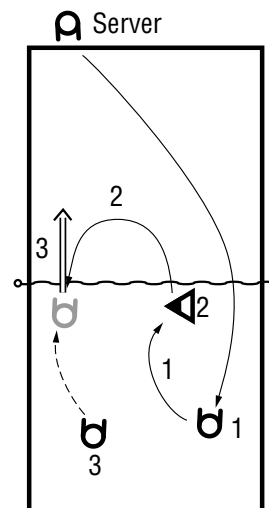


Figure. 5.13

- d. Cover the smasher to pick up the ball if it rebounds back into court off the block. (See Figure. 5.14)

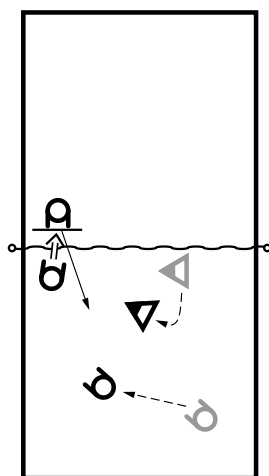


Figure. 5.14

- e. Defence with no block. Player 2 covers against the short attack; players 1 and 3 cover deep. (See Figure. 5.15)

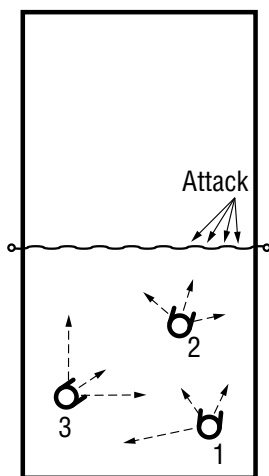


Figure. 5.15





- f. Defence with one blocker. Use only against a strong smasher. Player 1 may move behind the block to cover against a tip attack. (See Figure. 5.16)

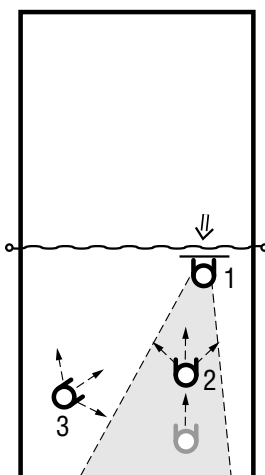


Figure. 5.16

Game Format 4 v 4 – Superminivolley

Condition for Game Play

Court size:	14m x 7m (outside lines of a badminton court).
Net height:	2.10 metres.
Ball:	Volleyball.
Contacts:	As per official rules.
Scoring:	As per official rules.

Official Rules Introduced

There is an attack line two metres from the net. The back court player cannot smash the ball from in front of the attack line.

Tactics

- a. There are four court zones. Player 1 is a back court player. Players 2, 3 and 4 are front players. (See Figure. 5.17)

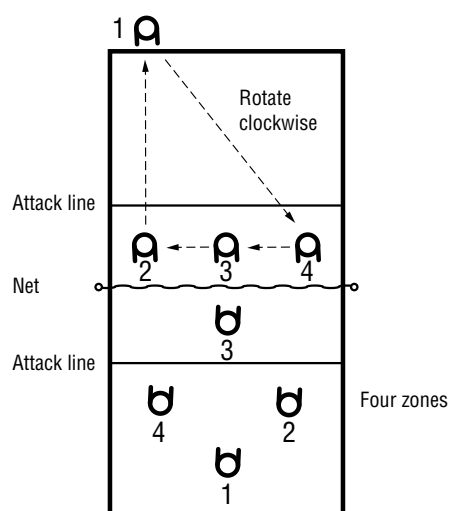


Figure. 5.17

- b. Service reception formation; designated setter is player 3. Players 4, 1 and 2 are ready to receive the serve. (See Figure. 5.18)

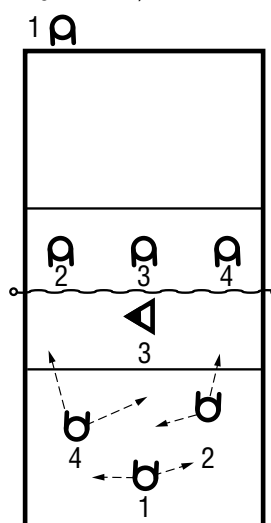


Figure. 5.18

- c. The setter has two attack options: to set either to player 2 or to player 4. (See Figure. 5.19)

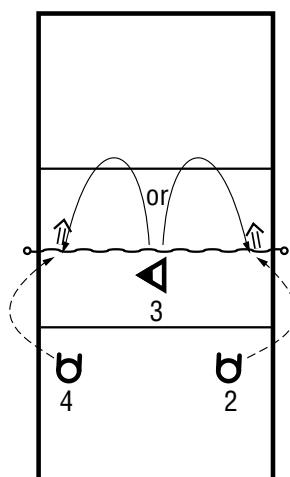


Figure. 5.19

- d. Attack cover formation for attack by player 4: 1-2-1 system. (See Figure. 5.20)

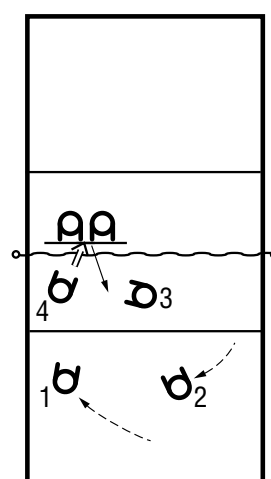


Figure. 5.20

- e. Defence with no blockers. Player 3 covers short, player 4, 1 and 2 cover deep. (See Figure. 5.21)

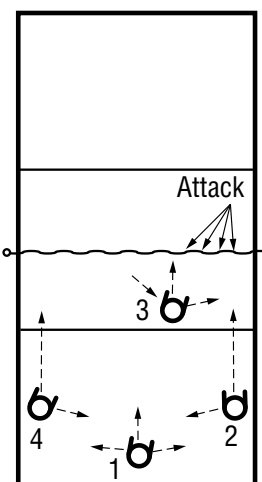


Figure. 5.21

- f. Defence with one blocker. Player 2 covers the tip. Players 4 and 1 cover deep. (See Figure. 5.22)

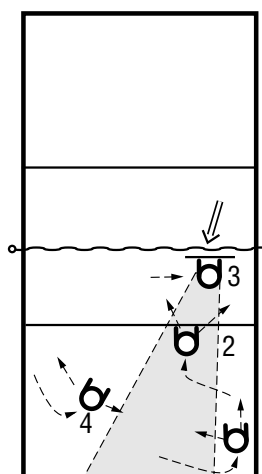


Figure. 5.22

- g. Defence with two blockers. Players 3 and 2 block. Player 4 covers deep, player 1 covers against the tip attack. (See Figure. 5.23)

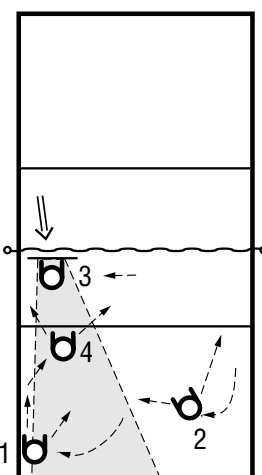


Figure. 5.23





Game Format – 6 v 6

Conditions for Game Play

Court size:	18m x 9m. Around the court, 3m of free space.
Net height:	2.24m for women; 2.43m for men; under 14, 2.17m; under 15, 2.17m for girls, 2.24m for boys; under 16, 2.24m for girls 2.35m for boys; under 17, 2.24m for girls, 2.43m for boys.
Ball:	Leather volleyball.
Contacts:	As per official rules.
Scoring:	As per official rules.

Official Rules Introduced

1. Two time-outs per team per set allowed.
2. Six substitutions per team per set allowed.
3. Rotation: At the moment the serve is struck, the players must be in a particular order:

In the front line, player 3 must be between 2 and 4 and in front of 6. In the back line, player 6 must be between 1 and 5 and behind 3. Player 2 must be in front of 1, and 4 must be in front of 5. (See Figure. 5.24).

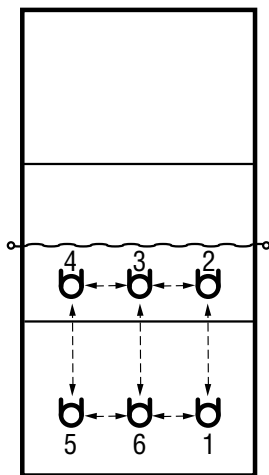


Figure. 5.24

Once the ball has been served, the players may move about and occupy any position in their own court.

Tactics

A basic tactical system which would be suitable for introducing the six-a-side game is described here.

- a. There are six zones. Players 4, 3 and 2 are in front court and 1, 6 and 5 in back court. (Back court players not allowed to block or smash from in front of the attack line.)

Players rotate one place clockwise when their team wins the right to serve. (See Figure. 5.25)

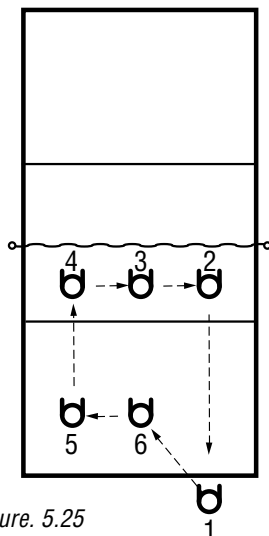


Figure. 5.25

- b. The service reception formation shown is known as a W + 1. (See Figure. 5.26)

Player 3, middle front is designated as the setter. The other five players form a W to cover the court in order to receive the serve and pass it to the setter.

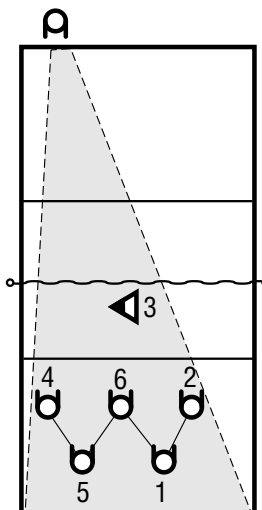


Figure. 5.26

A typical movement pattern showing how the players move in relation to each other in order to cover the court is shown in Figure. 5.27.

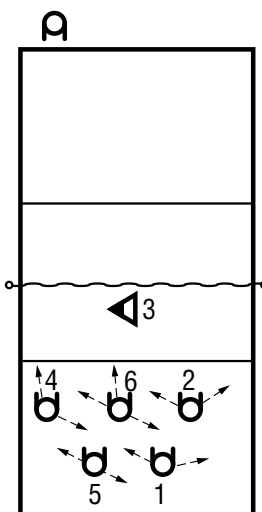


Figure. 5.27

- c. There are two attack options for the setter 3. He/she can set to either of the other two front court players 2 or 4, for them to jump and smash the ball. (See Figure. 5.28)

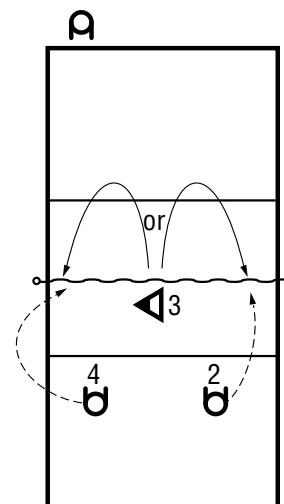


Figure.5.28

- d. All the players must move to cover the attacker in case the ball rebounds off the block and back into their court. This particular cover formation is known as 1-3-2 (1 = smasher 1; 3 = three close cover players 3, 6 and 5, 2 = two deep cover players, 1 and 2). (See Figure. 5.29)

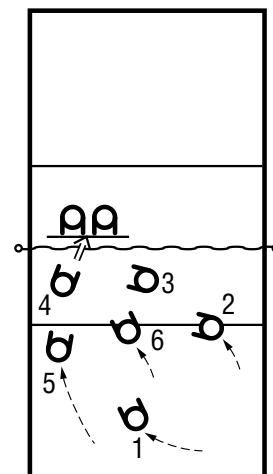


Figure. 5.29.





- e. After a team has served, they will be required to defend against the opposition's attack. In preparation, they take up their defensive base positions. The three front court players prepare to block, starting at the net as shown. The three back court players prepare to defend any ball that might go past or over the block. The system shown is known as 6 – back. (See Figure. 5.30)

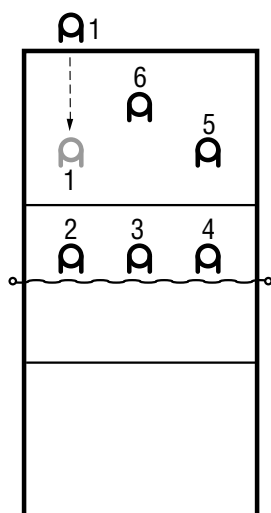


Figure. 5.30

- f. In the six-a-side game, it is normal to use two blockers to try to stop the smash. The other players move to cover the rest of the court. Figure. 5.31 shows a typical defensive formation against an attack through zone 2.

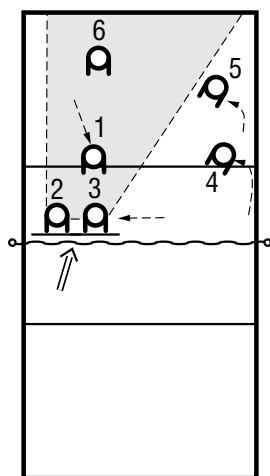


Figure. 5.31

Players 2 and 3 form a two-person block. Player 1 moves up behind the block to cover any ball tipped over the block. Player 6 stays deep behind the block to cover any attack which comes over the top of the block. Players 4 and 5 defend against the cross-court smash. This can be described as a 2-1-3 defensive system. 2 = blockers, 1 = close cover, 3 = deep cover players. It is also known as a wing cover or a rotate defence. (See Figure. 5.32)

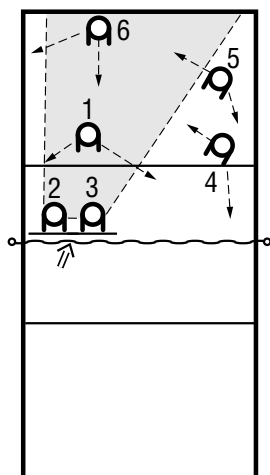


Figure. 5.32

This unit has given a broad outline of how volleyball can be introduced through a small-sided game model, and outlines simple tactics which might be used in curriculum volleyball.

UNIT 6 Physical and Mental Conditioning

PHYSICAL CONDITIONING

Why Prepare Physically?

Physical preparation is important for any sport; the key is not to play to get fit, but to get fit to play, and for this reason students should prepare themselves both physically and mentally for the specific demands of the game. In addition to these reasons, fitness is important because it helps to:

- improve the individual player's ability to cope with the demands of competition and training. Preparation specific to the requirements of volleyball allows players to perform at higher levels for longer.
- improve technical and tactical potential. Players can achieve technically and tactically only relative to their physical condition and ability.
- prevent injury. Correct physical preparation provides for safe and balanced development of players.

What Factors are Important?

i) Individual Potential

Improvements in performance are closely linked to the physical potential of each player together with their current level of fitness. Therefore, it is important that the fitness level of each individual player is regularly evaluated by the teacher or coach.

ii) Physical Demands of Volleyball

Observation of activity patterns during play provides information about the specific demands of volleyball. These are illustrated in Table 6.1 below.

SPECIFIC MOVEMENTS

Joint	Action	Muscle Groups Used
Shoulder	Flexion/Extension/Rotation	Shoulder/Chest/Upper back
Elbow	Flexion/Extension	Upper arm
Wrist	Flexion/Extension	Fore arm
Hip	Flexion/Extension	Buttocks/thigh
Knee	Flexion/Extension	Upper leg
Ankle	Flexion/Extension	Lower leg
Trunk	Flexion/Extension/Rotation	Stomach/Lower back

Table 6.1 The major joints, actions and muscles used in volleyball

The specific speed and range of movement of these actions are also important when considering the development of strength and power components.

Energy Requirements

Information relating to the duration and frequency of activity gives an indication of the dominant energy sources. In volleyball these are illustrated in Table 6.2 below.

Time Period	International	League
Match (min)	36-178 (Av = 90)	91-116 (Av = 105)
Rally (sec)	2-14 (Av = 8)	3-9 (Av = 7)
Rest (sec)	6-28 (Av = 14)	10-20 (Av = 14)

Table 6.2. Duration of matches, rallies and rest periods in volleyball





From the data presented above, volleyball can be described as an interval sport characterised by matches of long duration requiring energy contribution from aerobic sources (using oxygen). Within a match there are periods of intense activity followed by longer periods of rest which use energy supplied by anaerobic sources (without using oxygen). It is therefore important to ensure that training replicates the demands of the game.

Potential for Injury

Most injuries in volleyball result from over training. Common sites are the shoulder, knee and lower back, and specific attention should be given to these areas. The risks can be minimised by maintaining the following principles:

- Proper warm up and cool down periods, involving 5-10 mins steady jog/skip, stretching and ball work, are essential.
- Good flexibility should be maintained by stretching before any exercise.

An efficient way to prepare physically is to combine the movements of volleyball with some of the specific fitness components in a circuit-type routine. The emphasis can be placed on particular components depending on the time in the competitive year. Players are required to move around the circuit from one exercise station to the next. This is usually timed and 2-3 full circuits are completed during each session. Figure. 6.2 provides an illustration of a typical circuit which could be used to train for volleyball.

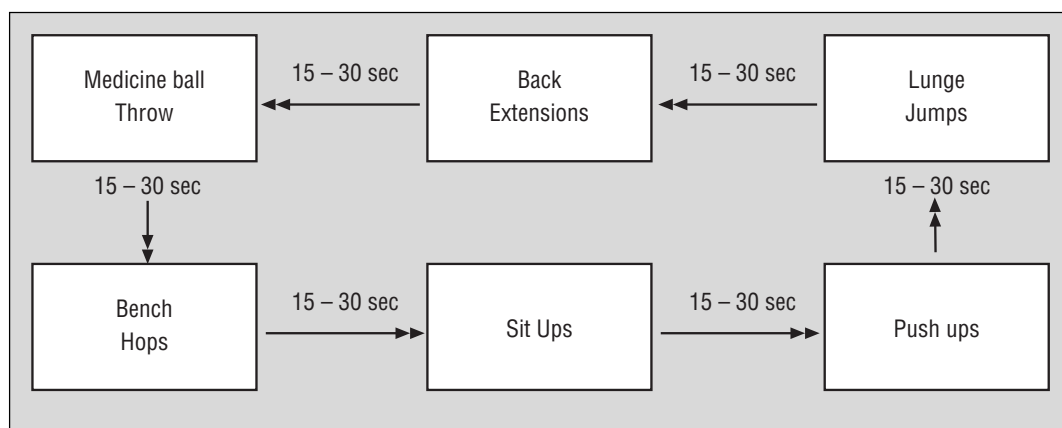


Figure.6.2 A sample circuit for volleyball fitness development

						Example Scores	
Fitness Component	Intensity	Volume	Frequency	Method	Test Procedure	Male	Female
Anaerobic endurance	High	Med.	Low	Interval Sprints (15 sec) (1 work: 2 rest)	Total height for continuous 15 sec max. jumps (cm)	–	–
Aerobic endurance	Med.	High	High	Continuous Run/Skip/Cycle/Swim (70-90% max) (20-30 min)	Multistage Shuttle Run (ml/kg/min)	42-61	38-60
Strength	High	Med.	Low	Free Weights/ Multigym	Grip Dynamometer (kg)	50-88	22-46
Power	V.high	Low	Low	Free Weights/ Multigym/ Jumps Programme	Vertical Jump (cm) Basketball Throw (m)	53-104 32-36	43-73 23-27
Flexibility	Low	Low	V.high	Daily Stretch Programme	Sit and Reach (cm) Shoulder Flex (cm)	2-25 45-65	7-28 40-70
Agility	Low-Med.	Med.	Med.	Gymnastics Programme	3m line touch (total for 1 min)	–	60-79

Table 6.3 Physical demands, training methods, testing procedures and example test scores for international volleyball players





The number of exercise stations depends on the number of players involved (6 – 10 stations are usually sufficient). It is recommended that players work in pairs as this helps to replicate the work/rest periods experienced during a game. The workload can also be varied by changing the amount of time spent at and/or between stations, e.g. 20-60 seconds.

Preparation of Young Players

The physical training of young volleyball players should concentrate initially on developing agility and coordination. Exercises such as gymnastic activities and rope skipping are suitable. Body weight exercises should be used initially to develop basic strength, and exercises should be chosen to improve core strength (back and abdomen), leg power for jumping (use crash mats to lessen stress on the knees) and upper body strength (e.g. throwing medicine balls).

N.B. When working with young players, care must always be taken to ensure that the training selected is compatible with their developmental stage, and that safety considerations are always observed.

MENTAL CONDITIONING

Mental Skills Training for Volleyball

Mental skills training is now widely accepted as an essential part of preparation for sport. This is the case at all levels of performance and across all age groups. Just as with physical skills, the preparation of the player's mental condition should play an important part in the preparation for performance. It is also important for staff to remember that mental skills, just as their physical equivalents, need to be acquired and practiced over time, and while the limited time within the curriculum might preclude their inclusion within every lesson, it is important to check that students are working on them during their individual preparation time. Mental training for volleyball aims to help players to reach their potential and also to enjoy their involvement to the full.

If students were asked to rate the importance of psychological factors in volleyball, it is likely that the performance pie they would describe would look something like that shown in Figure 6.4. Opinions may differ from those shown, but most would agree with the importance of getting a balance in technical, tactical, physical and mental preparation. It has frequently been shown that mental skills can make the difference between success and failure in sport. Many laymen consider that 'mental toughness' is something people either have or have not. This is not the case, as everyone has the potential to be able to improve their mental skills, and possibly through this game. As with all other skills, mental skills will improve with appropriate practice and feedback. The reasons for preparing mentally are very similar to those proposed for physical preparation.

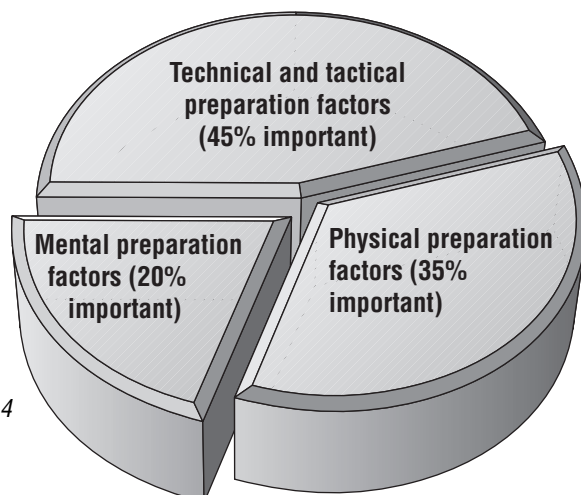


Figure 6.4

Volleyball is a very fast, dynamic sport which places great demands on the mental skills of performers. Players also have to interact effectively with team mates in training and during games, and to perform well under match stress and in other stressful situations without letting their emotions negatively affect their performance. This is not easily achieved, and many students will have experienced situations where they failed to perform as well as they would have wished or expected. It is likely that this was due to factors associated with the way in which they handled emotions at the time; i.e. the mental skills they could use. Given the general acceptance of this, it is therefore surprising that many players do not work on improving these skills in line with their physical skills.

Mental skills training consists of working systematically on a variety of areas concerned with motivation, emotional and mental control, and the player's ability to work effectively within a team and to get on well with other team members. With a little imagination, many of the skills can be practiced as part of 'normal' volleyball training and match preparation, but be prepared also to do some 'homework'.

Mental skills training can be seen as consisting of two broad categories of skills, one comprising skills which are helpful to any athlete in a general sense (e.g. motivation and getting on with team mates), the other comprising skills which are aimed at improving or maintaining performance under pressure (e.g. anxiety control and concentration training). Table 6.4 shows how mental skills training can be divided in this way. Clearly, some of the skills are useful in both general and specific terms in volleyball and as such sit in both categories.

General Mental Skills	Training and Match Skills
Goal setting	Anxiety and arousal control
Communication skills	Attention control
Self-motivation	Imagery/mental rehearsal
Time management	Self-confidence

Table 6.4 General and match-specific mental skills which players must effectively develop for success in volleyball.

The content of a mental skills programme suitable for a volleyball player would be likely to include work in the following areas:

Goal Setting

This is a technique which has been shown to have a powerful influence on motivation and enjoyment in sport. Sustaining motivation in a sport is sometimes difficult, but it can be helped when a player has the chance to estimate his/her strengths and weaknesses and, based on this analysis, to formulate an improvement plan. Goal setting is not just wishing to improve, but actually setting out a course of action in order to achieve this improvement. A plan needs to be realistic, specific, challenging and set out with a date in mind for achievement. Positive feedback on progress in relation to the established goals is also important, and it is often helpful for players to share their goals with team mates and coach. Put simply, goal setting helps to turn 'I wish' statements into 'I will' statements by formulating an 'action plan' for success.

Anxiety and Arousal Control

These techniques help the player to control his/her emotions and feelings of tension and worry. Performance anxiety is often experienced both physically (racing heart and butterflies in the stomach) and mentally (fear of failure and negative 'self-talk'). Learning simple relaxation skills can be very helpful in helping





performers to overcome performance anxiety. Muscular relaxation and breathing control techniques can be easily mastered and, once learned, can be used in match situations whenever the player feels the need to control his/her nerves. Similarly, negative 'self-talk' can be very destructive in performance terms. This negative self-talk can become almost automatic in pressure situations. For example, when a player makes an error he or she may feel that he or she 'is stupid', 'is always breaking down under pressure' or 'will never be able to do this'. If not identified, consciously challenged and changed to positive talk through practice, players can find that the negative voices in the head can literally talk a player out of achieving success. With practice, many players have learned to use these anxiety control techniques during games in the short period of preparation prior to serving or receiving service.

Imagery and Mental Rehearsal

This is a range of techniques which encourages players to use their 'mind's eye' to create situations and/or to run through practices and volleyball skills, but not accompanied with the normal physical actions. This may appear strange, but it has been shown very consistently that the use of such 'imaginary' skills can help the player to learn new skills, to combine old skills in new ways and to simulate the sights, sounds and feelings of actually performing. Many sport psychologists believe that imagery ability is the most important mental skill for performers to develop.

Attention Control

Being distracted is a reason frequently given by players for performing poorly. Attention control skills aim to improve the player's ability to stay focused on the game despite the presence of unfamiliar surroundings, poor playing conditions, aggressive opponents or questionable refereeing decisions. All of these can cause the player to be distracted from the task in hand. It is possible to improve attention control skills by the creative use of simulation training. Simulation training presents performers with the distractions that they will face in match situations but in a training or a less pressured environment, with the aim of reducing the likelihood that they will be distracted in the real situation.

Self Confidence

The ability to maintain self confidence in difficult situations is probably related to the level of performance anxiety a player experiences. Confidence can also be affected by recent run of form, or how well a player performed against given opponents last time. In the same way that performance anxiety can be helped by positive self-talk, so too can self confidence. This can also effect communication between the team members, and emphasises the importance of positive communication between team mates. It is frequently difficult to do, but players should practice keeping all communications with the team as positive as possible.

This section of the pack has tried to emphasise the importance of thinking about the quality of mental preparation for volleyball. It has emphasised the need to consider mental training as an essential part of preparing for competition. Success in sport is seldom achieved by chance; it requires planning and hard work. Some of the more important mental skill factors have been introduced and discussed, along with how they could help to improve performance. It is important to remember that as playing standard improves, more and more of the difference between playing well and playing below standard can be explained by mental skill factors. Improving mental skills will take time, practice and commitment, but students should be advised that the effort will prove worth while. This is particularly true considering that what is learnt for the volleyball court can be transferred to the examination room.

UNIT 7 Safety in Volleyball

Safety is of paramount importance in all sports, but when dealing with young people it is of added importance. There are certain factors which can make a contribution to the provision of a safe environment.

Equipment and Facilities

The Ball: The type of ball used is very important in ensuring safety. There are now different types of volleyball which can be purchased to suit the standard or level of players. Apart from the leather volleyball at the top of the range, there are a number of soft-touch and 'pain free' balls which are particularly recommended for beginners; for example the Podium Butterfly ball and the Mini Volleyball.

When considering the environment in which the game is to be taught, staff should ask themselves the following questions:-

The Posts: Are the posts securely fixed to the floor? Weighted posts are not acceptable. Are tie wires used to support posts which are below head height? These are potentially very dangerous.

The Floor: Is it dry, clear, free of loose objects, splinters, protrusions, grit and so on? Volleyballers dive and roll on the floor a great deal, and therefore it is very important that it is maintained in good condition.

The Walls: Are they free of protrusions, e.g. radiators, pipes, wall brackets? Are all glass panels made of reinforced glass or suitably guarded? Are there any doors which open dangerously onto the playing area?

Injury Prevention

Some volleyball rules exist for safety reasons. These include the rules referring to the net and centre line of the court. It is illegal for players either to touch the net or to cross the centre line into the opponents' court during play. There are a few minor exceptions to this (see the official volleyball rules book). These rules are there to protect the players and must be strictly enforced.

As in all sport, however, injuries occasionally occur. Most injuries in volleyball are soft tissue injuries to skin, muscles, tendons and ligaments, e.g. staved thumb, grazes. The most common accidental injuries are those caused by players who clash at the net, as they land after jumping and crossing the centre line usually resulting in injured ankles.

Warming Up and Cooling Down

Injury can be avoided by taking very simple precautions; for example, warming-up is an essential practice for helping to prevent injury. By gradually changing from non-activity to strenuous exercise, the body is prepared and made ready to deal with the demands that will be made on it. Any warm-up should consist of some total body movement, e.g. jogging, some stretching and some skills-related movements. Good warm-up is possibly the best prevention against injury.

Cooling down at the end of exercise consists of gradually reducing the work being done. Gentle jogging and some rhythmic exercises are good for helping to prevent stiffness and muscle soreness the next day.

If staff suspect that an injury involves a complete tear of muscle, ligament or tendon, or that any bone damage has occurred, medical attention should be sought immediately, and it is important that any immediate first aid undertaken by staff must be in line with the health and safety regulations as laid down by their school and/or local authority.





UNIT 8

The History and Structure of the Sport

The Origin of Volleyball

The origin of volleyball is uncertain. Similar games were played hundreds of years ago in Central and South America and possibly South-east Asia. The sport of volleyball was initiated by William G. Morgan at Holyoke, Massachusetts, U.S.A. in 1895, as a recreational activity for business men. Originally called 'Mintonette', the name was changed in 1896 to volleyball because the basic idea of the game was to 'volley' the ball back and forth over a net. The Y.M.C.A. was instrumental in spreading this new sport throughout the United States.

Rising Popularity of Volleyball

Volleyball spread quickly throughout the world, and in 1900 Canada became the first country outside the United States to adopt it. In the same year, volleyball was introduced to India, and in the following ten years it spread to countries in the Caribbean, South America and Asia (China, Japan and the Philippines). Europe was exposed to volleyball by the U.S. Army during the first world war and it quickly became established in countries such as Poland, Czechoslovakia, Egypt, Italy and France.

Formation of F.I.V.B.

In 1928, the first steps were taken to establish an international organisation for volleyball, but it was not until after the second world war in 1947 that the International Volleyball Federation (F.I.V.B.) was established in Paris with fourteen founder countries (Belgium, Brazil, Czechoslovakia, Egypt, France, Holland, Hungary, Italy, Poland, Portugal, Rumania, Uruguay, the U.S.A. and Yugoslavia). One of its first tasks was to unify and standardise the rules of the game, and in 1948 the first European Championships for men was held in Rome. The following year, the first World Championships for men and the first European Championships for women were held in Prague, with the Soviet Union winning both titles.

Volleyball as an Olympic Sport

In the 1950s and 1960s volleyball spread quickly throughout all five continents. In 1964, volleyball was the first team sport for men and women to be admitted to the Olympic Games, where the Soviet Union won the men's title and Japan took the women's title. At the time of the F.I.V.B. Congress in Tokyo in 1964, over ninety countries were affiliated to the international body. Volleyball has been played at every Olympic Games since 1964 and twelve men's and women's teams will qualify for the right to compete in Sydney, Australia for the title of Olympic Volleyball Champions 2000. In 1996 Beach Volleyball was played in the Olympics for the first time and Amanda Glover and Audrey Cooper, representing Great Britain, finished 9th.

Different Forms of Volleyball

The most usual form of volleyball is played with six players per team. A team may be single-sex or mixed (three men, three women per team). The game can be played in or out of doors on any flat surface including grass or sand.

However, volleyball is a very adaptable game and many styles of the game have been developed to suit different needs.

- Beach Volleyball was developed in California in the 1950s; the two-a-side game is now played to international level. In 1996 Beach Volleyball became an Olympic sport for men and women.
- Volleyball has been adapted to allow disabled players to participate, and modification such as sitting and standing volleyball have been developed along with Special Olympics Volleyball for people with special needs. Sitting and Standing Volleyball are part of the Paralympic Games.
- Minivolleyball (three per side) and superminivolleyball (four per side) have also been developed to assist the teaching of the game to children.
- 'Trim' Volleyball has been developed to provide recreational volleyball, and is aimed at the family market. Each team is made up of four players (two 'parents' and two 'children').



Further details of any of these modified forms of the sport may be obtained from any of the Home Country Associations.

Volleyball in the United Kingdom

Volleyball was first introduced to England in 1918 when it was played in the London Y.M.C.A. The influx of many refugees from Eastern Europe after the second world war saw the game increase in popularity, and in 1955 the Amateur Volleyball Association of Great Britain and Northern Ireland was founded in Manchester. In 1972, each of the four home countries formed its own Association and today the English, Northern Ireland, Scottish and Welsh Volleyball Associations govern the sport in their own country and work together within the British Volleyball Federation on matters of mutual interest. The game has always had strong links with education and it is a popular sport in colleges and universities throughout the U.K. The increase in numbers of sports centres in the 1970s and 1980s helped further to develop the game, and it is estimated that there are over 500,000 regular players in the U.K., while up to 4 million play volleyball as a recreational activity.

Volleyball in the World Today

In 1999, there are two hundred and seventeen countries affiliated to the F.I.V.B. with an estimated eight hundred million active players throughout the world. This makes volleyball one of the largest sports in the world, alongside soccer and basketball.

In addition to the Olympic Games, the major volleyball championships are:

World Championships for men and women at senior, junior and youth levels. These are played every four years – 1998, 2002, 2006 etc.

The World League for men is an annual event for the best twelve countries in the world and was first held in 1990 with four million U.S. dollars in prize money.

Women's Grand Prix was held for the first time in 1993 and eight of the top countries battled it out for two million U.S. dollars in prize money.

World Beach Volleyball Series for men and women culminates each year with the world finals held on Copacabana beach in Brazil. In beach volleyball, there are only two players in each team and some rules are slightly modified from the indoor game.

European Championships are held every two years (1997, 1999, 2001 etc.) and there are forty countries who take part in the championships. In 1997 Italy won the men's title from Holland, and Yugoslavia was third. The women's title was won by the Netherlands, who beat the Croatian team with the Russians in third position.

Table 8.1 Olympic Games Gold Medal Winners

YEAR	LOCATION	MEN	WOMEN
1964	Tokyo	URS	JPN
1968	Mexico	URS	URS
1973	Munich	JPN	URS
1976	Montreal	POL	JPN
1980	Moscow	URS	URS
1984	Los Angeles	USA	CHN
1988	Seoul	USA	URS
1992	Barcelona	BRA	CUB
1996	Atlanta	NED	CUB



ORGANISATION OF VOLLEYBALL IN THE UNITED KINGDOM

The four home countries of England, Northern Ireland, Scotland and Wales each govern the sport in their own country and receive funding from their respective Sports Councils to assist them in their work. In 1980, the Home Associations formed the British Volleyball Federation to act as a forum for matters of mutual interest such as an equipment approval scheme.

The Home Associations have responsibility for delivering suitable programmes in areas such as competitions (for representative and club teams, seniors and juniors and men and women), referee and coach education, and school and junior development. There are no separate schools, coaching or refereeing associations within volleyball.

Although the management of each Association is slightly different, there are some similar structures. Each Home Association elects a National Executive Council. The National Executive Council delegates much of its day-to-day functions to commissions or sub-committees such as Finance, Competitions, Coaches, Referees, International, Development.

The structure of the English Volleyball Association National Executive Council is shown in Figure. 8.1.

In England and Scotland, there are a number of Regional, District and/or County Associations which are affiliated to the national body and which have responsibility to organise and promote volleyball at a local level. Some of their functions include running local competitions for senior and junior or school teams, organising representative teams, and providing coaching and referee courses. Figures 8.2 and 8.3 show the Regional and District Associations in England and Scotland respectively.

Both the English and the Scottish Volleyball Associations employ full time professional staff to support the work of the volunteer membership; the national offices are located in Nottingham and Edinburgh respectively. Neither the Northern Ireland nor the Welsh Volleyball Associations have any professional staff; they rely entirely on the hard work and commitment of their elected officers.

For further information on your national or local volleyball association, contact your national association (see Useful Addresses).

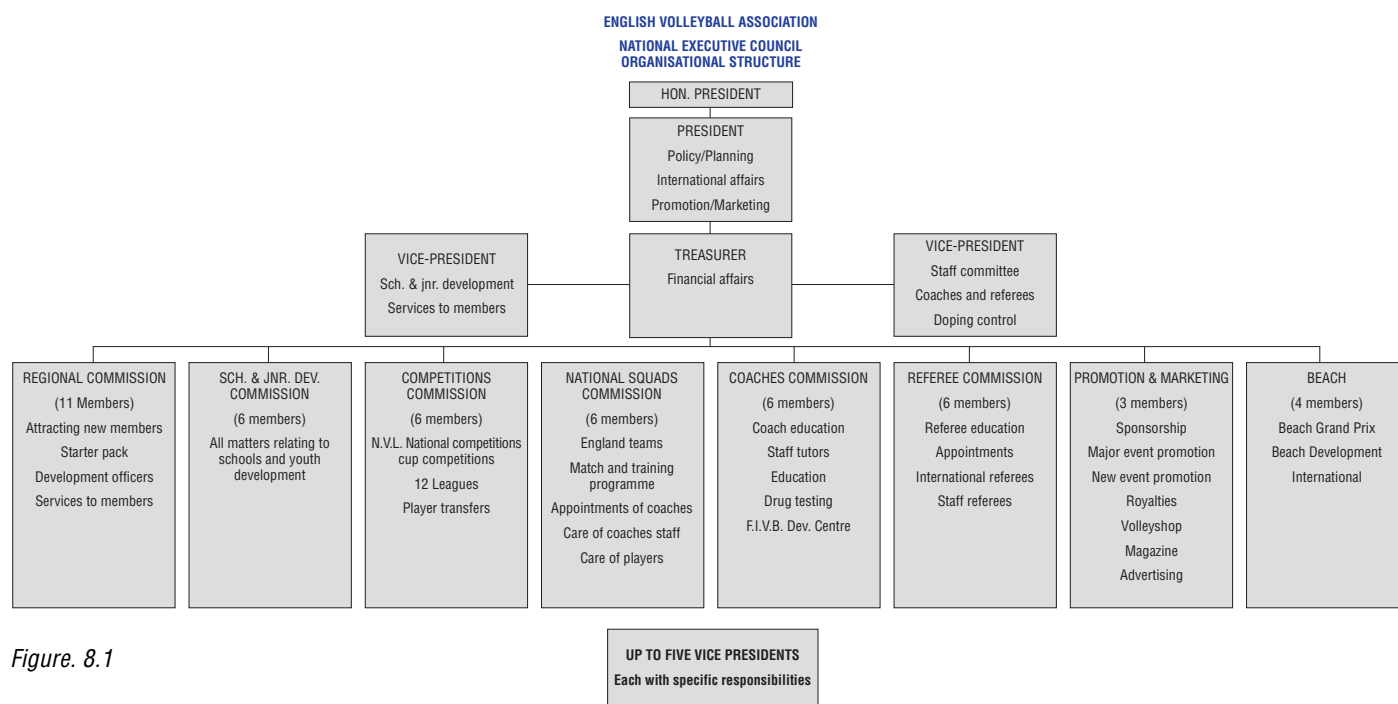


Figure. 8.1

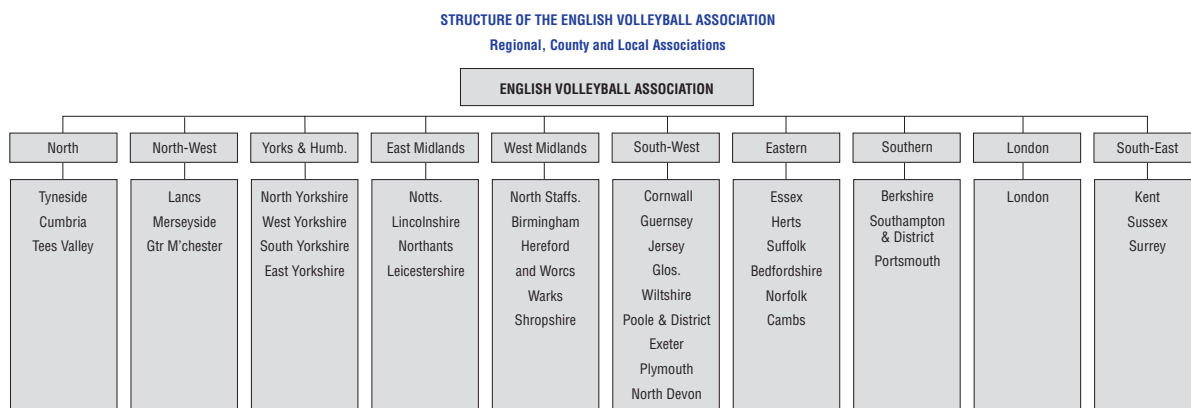


Figure. 8.2



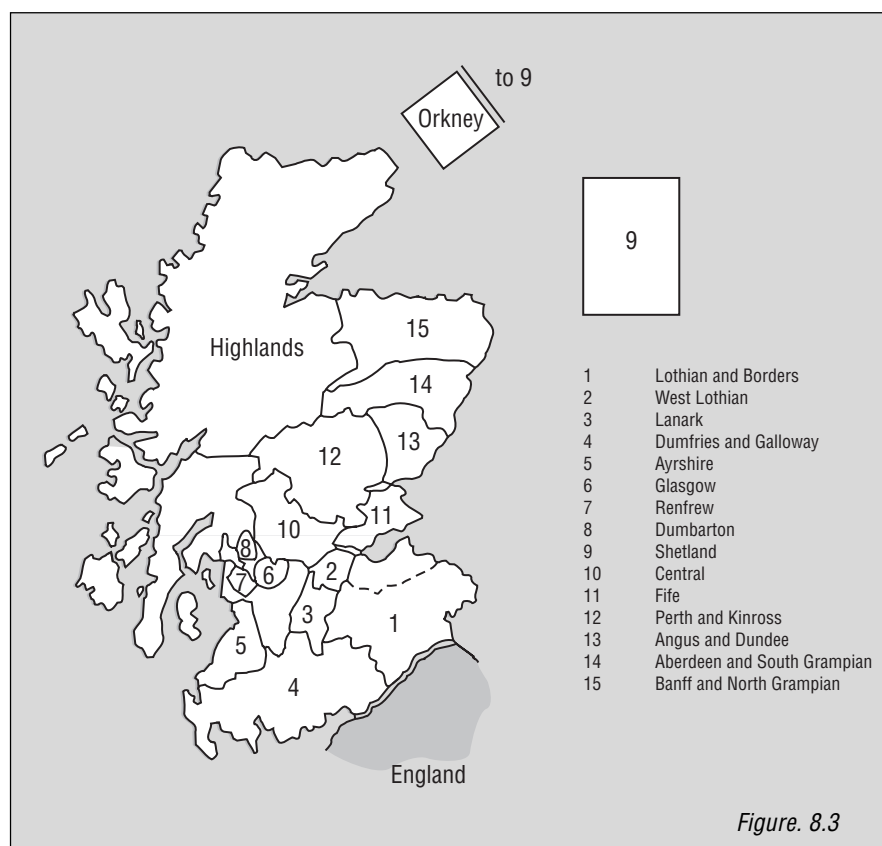


Figure 8.3

COMPETITION STRUCTURE

Representative Teams

Each Home Association organises its own national senior team and is also developing a structure for the identification and training of talented young players. By way of illustration, Figure 8.4 shows the English Volleyball Association structure.

Club Volleyball for Senior Players

Each Home Association organises a National League and Knock-Out Cup competition for its clubs. Below national level the regional, county and district associations organise leagues and other competitions for male, female and/or mixed teams. These leagues are also the qualifying competitions for clubs wishing to play at national level.

Club Volleyball for Junior Players

In England, national competitions are organised for the under-20, under-18, under-16 and under-15 age groups for males and females. There is also a growing number of regional youth and local school competitions (tournaments, leagues or grand prix) being held. Mini volleyball festivals and tournaments (3-a-side volleyball) are also organised for children between ten and thirteen years of age; the emphasis here is on participation, having fun and getting lots of opportunity to play rather than on winning.

Tournament Play

One interesting feature of volleyball in the U.K. is the large number of weekend (or longer) tournaments. The biggest of these, for example Sandwell and Perth, attract up to four hundred teams including males, females and juniors. Beach tournaments have grown in recent years, and the biggest of them can attract up to one hundred teams.

Beach Volleyball

The E.V.A. organise the Beach Grand Prix, a series of 6 weekend tournaments between June and August in which the best players compete for the title of Beach Champions. They also organise an annual Junior Beach Championships. Many clubs and local associations organise weekend beach tournaments during the summer months.

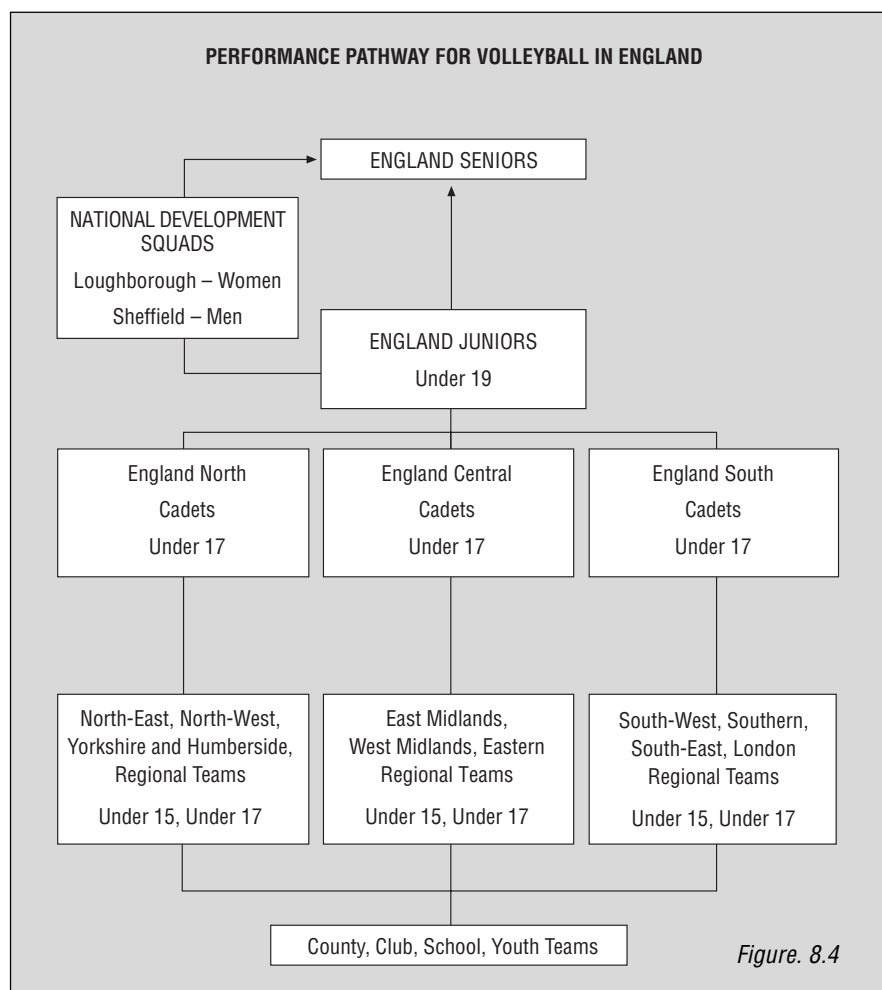


Figure 8.4





UNIT 9

Officiating and Coaching in Volleyball

OFFICIATING

The model for the development of volleyball through small-sided games proposed in Unit Five also gives the players an opportunity to be introduced to and experience officiating. A phased introduction of rules is outlined in Unit Five.

Right from the 'Ball over the Net' stage, a referee can be appointed to make simple decisions such as 'ball in' or 'ball out' and to keep score. As the game develops and more rules and conditions are introduced, the role of the referee becomes more significant and important. He or she is required to make decisions on net touches, the quality of the ball contact and which team has won the rally, amongst others.

In a crowded school gymnasium, using some players as referees can also help to reduce the problems of lack of space. For instance, thirty players can be divided into ten groups of three to play 1 v 1 games, each controlled by a referee, thus reducing the number of courts required from fifteen, if no referees are used, to ten.

Similarly, at the 2 v 2 stage, three teams can use one court with the non-playing team being used as referee and scorer.

Judging Ball Contacts

The rules state that the ball must be hit cleanly and should not be lifted, carried, thrown or held and a player may not touch the ball twice consecutively (except after blocking).

The referee is responsible for calling any handling faults. While young players are learning the skills of the game, the referee needs to penalise obvious handling faults, thereby encouraging the players to improve, but should not be so strict that the game is not allowed to develop. It can be difficult for the refereeing to be totally consistent when trying to follow this principle but the referee has an important role in helping young players develop their skills.

Officiating in Competitive Matches

In official competitions, a team of officials control the match.

The first referee is positioned on a stand above one end of the net. He or she is responsible for whistling for service, calling handling faults and faults at the top or over the net. The first referee is in overall control of the match and is assisted by the other officials.

The second referee stands on the floor off the court, opposite the first referee, and is responsible for checking rotational order of players, calling faults at the bottom of the net or due to illegal crossing of the centre line, and controlling time-outs and substitutions.

The scorer sits at a table behind the second referee and completes the score sheet, recording points, time-outs, substitutions and warnings.

Two or four line judges make decisions on the ball's landing 'in' or 'out' of court.

A typical layout for a volleyball court and officials is shown in Figure 9.1.

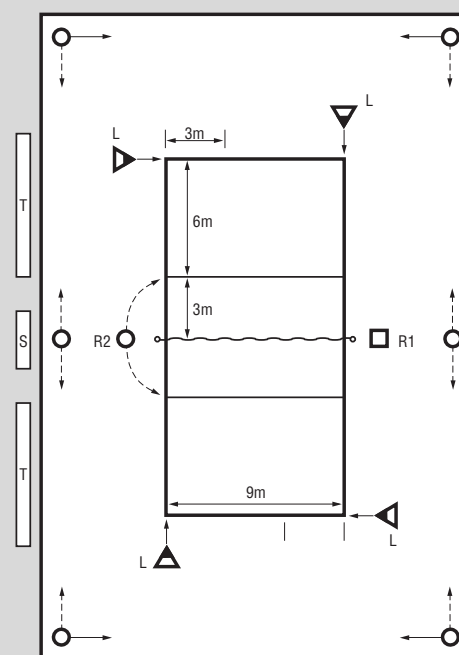
The officials communicate their decisions to each other, the players and the spectators by using hand signals. The most important signals are shown in Figure 9.2 (see page 43).

The full rules of the game are available in a handy pocket-size edition (see Recommended Reading).

COACHING

Good coaching is essential if a sport is to develop and progress, and for this reason the Home Countries have developed comprehensive coaching programmes, which allow potential coaches to become qualified and to improve their knowledge and understanding of the

Figure 9.1



R1	=	First referee
R2	=	Second referee
S	=	Scorer
○	=	Line judge
●	=	Ball
retrievers	=	
T	=	Team bench

game. The award schemes are currently under review and will be restructured over the next few years to bring them into line with the requirements of National Vocational Qualifications.

The following is an example, taken from the current English Volleyball Coaching Award Scheme.

Community Sports Leaders Award (CSLA) in Volleyball

At certain levels of sport, particularly where young people wish to get started on the coaching ladder, the concept of coaching per se is not necessarily applicable. For this reason the EVA has worked with the Central Council of Physical Recreation (CCPR) to create a Leadership award as part of their Sports Leaders Award. This is designed to meet the needs of leaders involved with a variety of community groups. The award gives the leader the knowledge required in order to introduce volleyball as a recreational game in a safe and controlled manner. Candidates must be at least sixteen years of age. No previous experience of volleyball is required. Candidates are assessed on their ability to communicate with and organise groups in a safe and enjoyable practice or game situation. The course is a minimum of twelve hours. This is an ideal method by which coaching may be introduced to those students who feel that they would like to take part in sport in this way.

Level 1 Coaching Award

This is the basic award for those who wish to coach volleyball to beginner groups. It covers the introduction of the fundamentals, skills and tactics of volleyball through small-sided games and includes large-group organisation, safety, equipment etc. No previous experience of volleyball is required. The candidate must be a minimum of sixteen years of age. There is a written examination. The course is a minimum of sixteen hours.





Level II Coaching Award

This award is essential for those who wish to coach competitive teams, and it covers the development of technical skills and tactical concepts within the six-a-side game. The development of coaching skills and drills organisation is addressed in the course. The candidate must be at least eighteen years of age and hold a Level I award or be able to demonstrate equivalent coaching or teaching experience. There is a written examination and the candidate must complete one National Coaching Foundation Key Course. The course is a minimum of twenty-four hours.

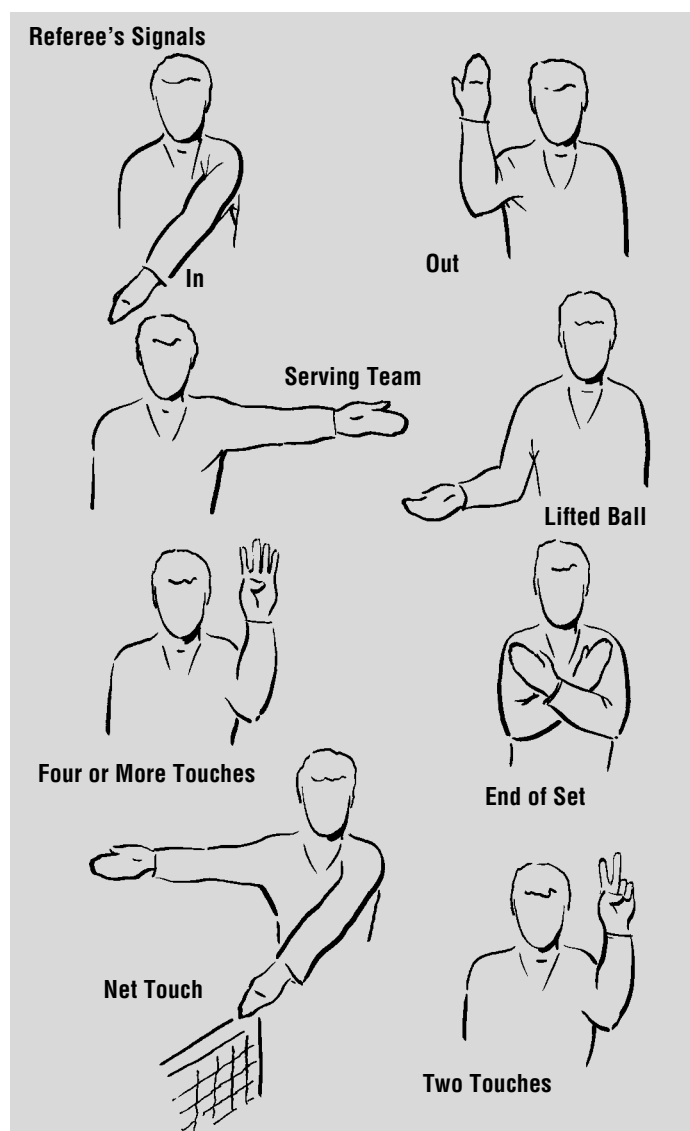
Level III Coaching Award

This award is for coaches who are working at a competitive level and who wish to improve their knowledge and understanding of the game. It is open to registered coaches who have held a Level II award for at least one year. The candidates must attend three National Coaching Foundation Key Courses. The course is normally organised on a four-day residential basis. There is a written examination and a practical assessment.

Other Educational Opportunities

In addition to the formal award courses, the Home Associations frequently organise short courses and clinics especially for teachers and coaches of junior players.

For further information on the coaching awards contact the relevant governing body (see Useful Addresses).



UNIT 10 Current Issues

WOMEN IN VOLLEYBALL

Volleyball is a sport for both sexes. It does not involve contact with the opposition which, therefore, allows it to be a social as well as a competitive game with mixed teams at local level. At higher or more competitive levels of play, teams are composed of players of either one sex or the other. As players become older and of a higher standard, the only official difference between the women's and men's courts is the height of the net (men's at 2.43m and women's at 2.24m). Other than this the game is the same, but there is usually a noticeable difference in the style of play, brought about by physiological differences. Comparisons from Figure.10.1 show that 46% of all registered volleyball players in England are women.

The reasons for the lower level of participation by women are often:

- economics, i.e. women often have less money to spend on leisure as they are generally placed in lower-waged jobs.
- social, i.e. women in sport have to climb barriers of traditional sex-stereotyping which include expectations that women are the primary home carers, and therefore their leisure time is greatly reduced.

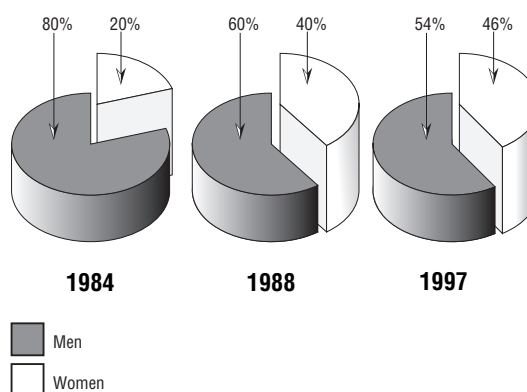


Figure.10.1 Sex Distribution of Players Registered with EVA

Women's Volleyball and the Media

Overall women's sport attracts considerably less media coverage and, therefore, less sponsorship opportunities than men's, and volleyball is no exception to this rule.

Growth in Women's Volleyball

As illustrated above there has been a significant growth in the numbers of female players in volleyball during the last decade. The numbers of female players registered with the E.V.A. during this period shows an increase from 20% – 46%.

The Home Volleyball Associations are conscious that greater investment needs to be made to encourage women to come forward to take roles of administrative responsibility and of policy-making. Not only would volleyball benefit from the talents that women could provide, but they would also, by their performance, act as positive role models to encourage full participation in the sport by women at all levels.

Figure. 9.2





VOLLEYBALL FOR THE DISABLED

An increasing number of sports are acknowledging their responsibility to people with disability, and modified forms of most sports are now available. Volleyball has played an active part in this movement and has a number of games specifically for disabled people.

Volleyball for the Physically Disabled

Standing Volleyball

Many amputees and other disabled athletes are fully integrated into the standard six-a-side game of volleyball and compete alongside able-bodied people. Disabled teams compete against each other at national and international level. The highlight of the standing volleyball calendar is the Paralympics held every four years in conjunction with the Olympic Games. The Great Britain standing team competed in the 1996 Paralympics in Atlanta. World and European Championships are also regularly organised. These same competitions are also organised for sitting volleyball.

To ensure parity of disabilities, there is a classification system which allocates points for a specific amputation, e.g. between the knee and hip is three points, between wrist and elbow is two points. Each team must have thirteen disability points on court at all times. Other than the classification/points system, standing teams play to exactly the same rules as able-bodied teams.

Sitting Volleyball

Sitting volleyball can be played by both the able-bodied and people with disabilities. Frequently, able-bodied players who are recovering from lower limb injuries participate to stay in shape and to maintain their hand-eye coordination. Sitting volleyball is a demanding game and can be as strenuous as the standing game. It is played on a court ten metres by six metres over a net 1.15 metres high for men, 1.10 metres for women. There are six players per team. Further details of sitting volleyball are to be found in the references cited in Recommended Reading. For further details of volleyball for the disabled, staff should contact the Federation of Disability Sport. For details see Useful Addresses.

Special Olympics Volleyball

Volleyball for mentally disabled people is often played under the 'Special Olympics' banner. Coaching of the mentally disabled is characterised by great patience and understanding, as the principal difference is the rate at which the mentally disabled player can learn. Because of the non-contact and low-injury nature of volleyball, it is an ideal game for the mentally disabled. The method of introducing the game is the same as for able-bodied people but the use of larger slow-moving balls (balloons, beach balls, etc.) might be considered in the early stages to help develop hand-eye coordination and to give time for slow-moving players to get into position. The teacher may also have physically to move the hands and arms of the player into the correct position in order to help to teach them, for instance, how to position the hands for a volley.

N.B. It is important for the teacher to get to know each of the players and their disabilities. The teacher needs to be aware of any particular behaviour associated with the player's disability and how best to cope with difficult situations.

Volleyball is one of the sports offered in the United Kingdom Special Olympic Games which are held every two years. European and World Special Olympic Games are also organised.

For details of organisations which specialise in sport for the disabled see Useful Addresses.

FINANCIAL ASPECTS OF THE SPORT

The Home Associations are involved in many volleyball activities including the organisation of nationwide events, coaching and refereeing courses, the development of Regional and Area Associations, particularly in respect of Junior volleyball, as well as the promotion of a high-class playing structure supporting National Squad programmes for seniors and juniors.

The Home Associations have three main sources of income to support these activities:

- Sports Council grant aid
- Affiliation and registration fees linked to competition and course fees
- Sponsorship and commercial activity
- Lottery sports fund.

At the present time, it appears that Sports Council grants (which are given for a four year period) remain generally fixed from period to period, and the current trend in sponsorship has meant that sponsorship deals are even harder to achieve for sports that do not have extensive television coverage.

One other method of increasing income is to increase the number of members of the Home Associations (schools and clubs, players, coaches and referees). The Associations are aware that volleyball is being played, coached and refereed by those who are not members. The Home Associations seek to attract these non-members by advertising the benefits of joining a national governing body. These include the provision of organised competitions, good quality coaching and refereeing courses, and insurance cover.

Occasionally separate grant applications are awarded, eg the Sports Aid Foundation awarded in excess of £4000 to high performance volleyball athletes and nearly £1000 to volleyball coaches in 1992/93. The Foundation for Sport and the Arts has also contributed to local and national projects.

Lottery sports funding is only available for clearly defined capital (building) projects and for the Sports Councils' 'World Class Programme'.

Sponsorship

Sponsors are often attracted to sport, as it offers a bright, clean and exciting image with which to be associated. In return for their support they might be looking to:

- increase public awareness of their company
- increase business and profits
- improve community relations.

The Sponsor

The sponsor will look for ways of advertising within an event. The event may well carry its name, for example "The Royal Bank Cup". Advertising boards may well be deployed around the courtside, and advertising appears on posters, programmes and team kit. The sponsor will seek to receive television and newspaper coverage. The value of sponsorship tends to increase as the sport gains media coverage in this way.

Major events often carry large costs, and many would not go ahead without the backing of a sponsor. Sponsorship can be a very attractive method of advertising, and the money involved can often be offset by a reduction in taxes.

The Recipient

The recipient also benefits from the sponsorship deal. Sometimes individuals are sponsored, thus allowing them more time to concentrate on their training. Without sponsorship many clubs or teams could not cover the high costs of training, match venues, equipment and travel.

Sponsorship brings its demands, however. The direct link between major sponsorship and television coverage can often lead to rule and game changes, unusual timings and so on, so that the sponsor gains





maximum effect from peak viewing. Sportsmen and women may be forced to wear clothing and equipment not of their choice.

The major television sports tend to monopolise the sponsorship field, with other sports finding it difficult to attract sponsorship.

Sponsorship and the Home Associations

The four Home Associations have accepted sponsorship deals of widely ranging amounts and from varying sources. Along with many other sports, they do not accept sponsorship from the tobacco industry. One of volleyball's principal sponsors in England and Scotland has been The Royal Bank of Scotland, and clubs have to display the bank's banner at League matches and to include an advertisement in their match programmes. Other sponsors include Gerland/Taraflex (flooring), Rucanor and Reebok (sports goods, clothing).

Sponsorship is vital to the development of any sport at top level, and the Home Associations are continually trying to extend sponsorship of the game.

THE MEDIA

In order to attract significant media coverage, a sport needs to develop a quality product and to develop a demand from the public for coverage of 'its' sport. Volleyball is an attractive television sport because it is very fast and dynamic, it is (relatively) cheap to televise (small court, indoors), the time between rallies allows action replays, and the camera can get very close to the action. There is very wide television coverage in countries such as Italy, Japan and Brazil. Due to the fact that it is a team sport, volleyball clubs attract a loyal following of fans who not only generate an exciting atmosphere at matches, but can also create a demand for press coverage of the sport at local and national level. In Britain, however, volleyball is still a 'young' sport and is in direct competition for media coverage with traditional sports such as football and cricket. However, volleyball is working on several fronts to obtain more media coverage:

- The Associations are improving the quality of the game played at the top level by identifying talented young players, and providing them with the best possible coaches. This is done through the national team squads (cadets, juniors, seniors).
- The top senior clubs are being encouraged to provide a quality spectacle for spectators by ensuring that their matches are well presented (music, knowledgeable announcers etc.)
- By increasing the numbers of recreational volleyball players, the numbers of potential knowledgeable spectators will grow. Good spectator support means increased demand for media coverage.
- Both the national bodies and the clubs constantly provide the media (national and local) with information about the sport and competitions. This reliable flow of information improves the chances of coverage of a national event.

Volleyball now receives regular weekly coverage in some national papers and a number of clubs receive excellent coverage in their local press and radio.

The Demands of Television Coverage on Volleyball

In order to receive the benefits brought by television coverage, volleyball has to consider the demands made by the television companies for the staging of an event. To attract a large audience and provide a suitable spectacle, the television company and the governing body have to co-operate and consider the following:

- | | |
|-------|--|
| Venue | This must be able to accommodate the necessary television equipment. |
| | There must be adequate seating and spectator facilities. |

Often such venues have to be booked well in advance.

Calendar	The event often has to be organised twelve months in advance, and often the choice of date rests with the television company, rather than with the organising committee.
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Game Timing	Events often have to be staged at peculiar times to satisfy the demands of television. In the volleyball world league matches in 1992, an experimental 'television timeout' system was introduced at 7 and 12 points to allow advertisements to be broadcast to the television audience.
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Rules	It has been suggested that there ought to be some rule changes in order to better facilitate television coverage. A three-ball system has already been introduced into all major national and international events, which greatly speeds up the time between points.
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There has been a recent change to the scoring system, which is due partly to the demands of television. In the fifth set, points are now scored with every service, thus reducing the length of the fifth or 'tiebreaker' set, which makes it easier for television companies to work to schedule.

International Beach and Indoor Volleyball continues to make a regular appearance on Sky Television, as did the Barcelona Olympics and World Beach finals. There is, however, currently no regular terrestrial television coverage of volleyball in the U.K.

DRUG ABUSE

Introduction

Drug abuse is the use by, or the distribution to, players of certain specified substances which could have the effect of artificially improving his/her physical and/or mental condition thereby augmenting performance.

The Drugs Issue and the National Governing Bodies

The Home Associations abide by the doping regulations of the International Olympic Committee and F.I.V.B. Rule 29 of the Olympic Charter states (Bye-Law to the Medical Code, approved May 1987):

- Doping is forbidden.
- All Olympic competitors are liable to medical control and examination carried out in conformity with the rules of the IOC Medical Commission.
- Any Olympic competitor refusing to submit to a medical control for examination or who is found guilty of doping shall be excluded from the competition or from the present or future Olympic Games.
- If the Olympic competitor is a member of a team the match, competition or event during which the infringement took place shall be forfeited by that team.
- If any person other than the athlete is involved in the doping offence, action comparable to that taken against the athlete may result.

The Home Associations are concerned about drug abuse in sport as many of the drugs banned can cause harm to an athlete's health. Abusing drugs over a period of time can seriously increase the chances of harmful side effects occurring.





Testing and Penalties

The Home Countries, in conjunction with the Sports Council, have implemented a doping control programme involving drug testing at competitive events and training sessions. Urine samples are collected from randomly-selected competitors and tested for banned substances. If a banned substance is found, an investigation is held. Where doping regulations have been breached, disciplinary action is taken. Refusal to submit to a drugs test is regarded as if a positive result has been found. Penalties for the abuse of drugs are severe and include a life ban from involvement in volleyball. Full details of drug testing procedures are obtainable from the Sports Council (see Useful Addresses).

Banned Substances

These fall into three main groups – stimulants, narcotic analgesics and anabolic steroids:

- **Stimulants:** For example, amphetamine and caffeine. The effects of such drugs are to increase alertness and reduce fatigue, overriding the body's natural responses. One problem with this type of substance is that it is commonly found in some medications, for example cold cures, which may be bought over the counter. The Sports Council produces a list of medications to be avoided by those players who are participating in sport.
- **Narcotic analgesics:** For example, morphine. As a powerful pain-killer, this type of drug would allow players to exert themselves beyond the point of intolerable pain, possibly resulting in permanent damage.
- **Anabolic steroids:** For example, stanozolol and testosterone. These drugs can stimulate muscle growth and increase competitiveness. They can also have adverse effects on both the sexual development and future well-being of users. They also have some long-term side effects which are well documented.

Other Drugs and Techniques

These include beta blockers, diuretics and 'blood doping'.





RECOMMENDED READING

VOLLEYBALL PUBLICATIONS

The following publications will prove useful to teachers wishing to introduce volleyball as part of the P.E. Curriculum or who wish to organise a junior volleyball club.

FOR THE TEACHER

Teaching Students to Play Games 11 - 16: A resource for Secondary Teachers

pub. Sports Council 1996

This resource is in 2 parts, covering 14 Key Stage 3 and 4 games (including volleyball) in the National Curriculum and links them to coaching. The introductory Guide covers generic information on games within Key Stages 3 and 4, while the 14 sport specific booklets contain: At-a-glance rules, How to develop from the mini to full game, Sample unit lesson plans, Progressive tasks and Skill cards. £8.00 (for each sport specific booklet): free Introductory Notes with 3 booklets from Sports Council Publications

Tel: 0990 210 255 Fax: 0990 210 266

Volleyball (part 1) Lessons 1 - 6;

Volleyball (part 2) Lessons 7 - 12;

Volleyball a Movement Education by Keith Trenam

pub. Sheffield Sports Development Unit.

Parts 1 offers a set of 6 lesson plans for introducing volleyball at Key Stage 2 and Part 2 a set of 6 lesson plans for developing the game at Key Stage 3. Movement Education offers 50 different practice and game ideas suitable for pupils in KS 2 and 3. £3.00 each from Volleyball Development Officer Sheffield City Council

Tel: 0114 250 0500

FOR THE COACH

Setting - From the Mechanics to the Art

by Ralph Hippolyte and Martin Blacklaws

pub. Dark Horse Publications.

Aimed at the aspiring setter and coaches who dream of preparing setters for the highest level, this book explores and describes in detail the skills and techniques of the playmaker in volleyball. Chapters include Techniques, Tactics, Setter preparation, Decision making, Developing tactical intelligence, Training diary and Drills.

£14 from Dark Horse Publishing

Tel: 01738 553085 Fax: 01764 654739

Level I Coaching Award Manual

pub EVA 1989 updated 1993.

The official text for the EVA Level I coaching award course contains all the information the new volleyball coach needs when either introducing the fundamentals of the game to beginners or starting a competitive team. (140 pages).

£12.35 (inc. P&P) from EVA

Championship Volleyball Drills - Volume 1 Individual Skill Training.

ed. Bertucci and Hippolyte. pub. Human Kinetics.

Over one hundred well diagrammed drills for improving individual skills of passing, serving, service reception, setting, spiking, blocking, digging and emergency techniques. (112 pages).

Coaching Volleyball Successfully by William Neville pub Human

Kinetics.

This American book is in 2 sections. The first covers the teaching of skills and tactics to inexperienced players. The second focuses on the planning and delivery of coaching sessions over an entire season with ready to use practice plans that will help prepare players for their first match. (203 pages).

£17.60 (inc. P&P) from EVA

Volleyball - International Rules

The official rule book for volleyball; pocket sized.

£5.00 (inc. P&P) from EVA

VIDEOS

Volleyball - A Movement Education

pub. British Volleyball Federation 1993.

This video explains how to teach the fundamentals of good posture, early preparation, efficient movement and effective teamwork and is relevant to both PE. teachers and coaches of both beginners and more experienced players. The video is divided into 10 sections: Ready for Action, Judgement of Ball Flight, Use of Body Weight, Hip Control, Contact Point, Focus of Weight, Use of Knees, Balance and Body Awareness and Teamwork, with 50 practices demonstrated by 3 groups of players ranging from young novices to international performers. (25 mins).

Volleyball - The Keys to Success

pub. FIVB 1996.

This is a 60 minute promotional and instructional video produced during the Atlanta Olympics. The world's best players explain and show you the way to find the key to succeed as a player and as a coach.

Beach Volleyball - Get Involved

pub. FIVB 1996.

This is a 60 minute promotional and instructional video produced during the Atlanta Olympics. The world's best players explain and show you the way to find the key to succeed as a player and as a coach.

For prices and order information on these two FIVB videos contact Philippka - Verlag (Germany)

Tel: 00 49 251 23005-11

Fax: 00 49 251 23005-99

e-mail: Philippka-Sportverlag@T-Online.de





USEFUL ADDRESSES

English Volleyball Association

27 South Road
West Bridgford
Nottingham
NG2 7AG
Tel: 0115 981 6324
Fax: 0115 945 5429
e-mail: general@eng-volleyball.demon.co.uk

Scottish Volleyball Association

48 The Pleasance
Edinburgh
EH8 9TJ
Tel: 0131 556 4633
Fax: 0131 557 4314

Northern Ireland Volleyball Association

House of Sport
Upper Malone Road
21 Broughton Park
Belfast
BT6 0BD

Welsh Volleyball Association

c/o Mr Lee Bartlett
Flat 4
151 Hathersage Road
Manchester
M13 0HY

English Federation of Disability Sport

Alsager Campus
Manchester Metropolitan University
Hassall Road
Alsager
Cheshire
ST7 2HL
Tel: 0161 247 2000

National Coaching Foundation

114 Cardigan Road
Leeds
LS6 3BJ
Tel: 0113 274 4802

English Sports Council

16 Upper Woburn Place
London
WC1H 0QP
Tel: 0207 273 1500

A stamped, self-addressed envelope would be appreciated if a written reply is required to an enquiry to the national governing body.

